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ABSTRACT

Drawn primarily from the experiences of the Minority Women Employment Program (MWEP) of the Recruitment and Training Program (RTP, Inc.), material in this handbook is provided as a reference for individuals and groups engaged in efforts to place underutilized minorities and women into jobs they have not traditionally held. Outlines of the procedures utilized in the MWEP outreach effort and rationale for using them are presented in two sections: (1) Program Operations, which covers initial research, employer contact and job development, recruiting applicants, preparation and screening of applicants, making the placement, and follow-up, and (2) Program Mechanics, which deals with establishing an outreach office, recordkeeping and evaluation, staff size, staff selection, staff training, and funding and proposal writing. Resource appendixes contain aids to research on demand factors and supply factors (information sources and suggested procedures); aids to recruiting minority women applicants (a list of studies, handbooks, resource listings, rosters, and directories of individuals, offices, groups, etc.); aids to job development (library reference works with annotations); and job and career counseling resources (an annotated list of standard references on occupational counseling plus specialized sources on minority topics). Also included are suggestions for resume preparation, and job descriptions for field office staff positions of director, recruiter counselor, office manager, and secretary. (JT)

ED149135

Placing Minority Women in Professional Jobs

R&D Monograph 55

U.S. Department of Labor
Ray Marshall, Secretary

Employment and Training Administration
Ernest G. Green
Assistant Secretary for
Employment and Training
1978

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FOREWORD

This handbook describes how to operate a program to facilitate the employment of college-educated minority women. It can be used as a "how to do it" reference for organizations placing underused minorities and women into high-quality jobs they have not traditionally held. The handbook is based on a successful demonstration, first in Atlanta, Ga., and then replicated in six other cities--Houston, Cincinnati, Tulsa, New Orleans, Los Angeles, and Dallas--to find jobs for unemployed and underemployed minority women in professional, technical, and managerial positions. Earlier research pointed out that minority women qualified for such positions had great difficulty in obtaining them, or were not hired for these jobs at all. By adaptation of a previously developed outreach technique for placing minority youth in apprenticeships, a successful method was developed to place these minority women in jobs commensurate with their skills and education.

Details of how the program works are given in this monograph. Although a special organization was set up to operate the program as a demonstration, it now can be replicated by public and private service organizations. Underuse of population groups to which the program is addressed is an important and widespread problem. The approach discussed in this monograph can be undertaken and supported by public funds and/or other community resources that support employment and training development.

HOWARD ROSEN
Director
Office of Research
and Development

ACKNOWLEDGMENTS

Although Robert W. Glover is listed as the official author of this handbook, it more truly represents the work of numerous people who should receive mention. Paula S. Greenfield helped to gather background information, made comments on preliminary drafts, and also participated in the design of research activities described in this handbook. Diana Knepper made useful editorial suggestions on preliminary drafts. Dr. Howard Rosen and Ellen Sehgal of the Office of Research and Development, U.S. Department of Labor provided support, encouragement, guidance, and helpful comments on preliminary versions.

Staff of RTP, Inc. (Recruitment and Training Program) also deserve much of the credit, for they are primarily responsible for shaping and refining the Outreach field operations which are described herein. Special mention should be given to John Swann, Ernest Green, Alexis Herman, Paulette Norvel, and Gloria Rowland of the RTP staff who made useful comments and suggestions on preliminary drafts of this work.

The manuscript in its many versions was cheerfully typed by Kyna Simmons and Sandra Olmstead.

Of course, the reader should keep in mind that any errors of omission or commission are the responsibility of the author.

Austin, Texas
July, 1977

Robert W. Glover

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CHAPTER 1

Introduction

This manual is a "how to do it" reference for individuals and groups engaged in efforts to place underutilized minorities and women into jobs they have not traditionally held. Material in this handbook was drawn primarily from the experiences of the Minority Women Employment Program (MWEP) of the Recruitment and Training Program (RTP, Inc.). This manual outlines the procedures utilized in the MWEP outreach effort and explains the rationale for using them. The manual was developed in response to requests from the many individuals and groups who have inquired about the Minority Women Employment Program. It is designed to be of benefit to those who wish to attempt similar efforts in their communities.

The Minority Women Employment Program uses an adaptation of the outreach strategy originally developed by the Recruitment and Training Program[1] to place minority youths into building trades apprenticeships. Begun in 1972, MWEP was the first effort to extend the techniques of apprenticeship outreach beyond the construction labor market to serve minority women seeking managerial, technical, and professional jobs.

Background of the Outreach Strategy

Outreach programs such as apprenticeship outreach or the Minority Women Employment Program, are aimed at meeting employers' claims that they would hire minorities and women if they could meet job qualifications and were available when needed. By locating well qualified minorities and women, assisting them in producing favorable interview and test results, instructing them in resume preparation and in presenting themselves favorably on paper, and making candidates available to employers when jobs have to be filled, outreach attempts significant penetration in industries and firms which previously had minimal or non-minority or female staff representation among their better paying jobs.

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[1] The Recruitment and Training Program (RTP, Inc.) which was incorporated as a nonprofit organization in 1972, formerly conducted apprenticeship outreach under various organizational designations, including the Workers Defense League and the Joint Apprenticeship Program of the A. Phillip Randolph Institute and the Workers Defense League.

Outreach strategy is a plan of action that links two communities together to reach goals considered mutually desirable. In the case of Minority Women Employment Programs, outreach is used to place qualified minority women in management, professional and technical positions. Although the program serves as an advocate for the first community, underutilized minority women, a large share of the program's benefits go to the second community, employers who desire to comply with the law and to adopt sound affirmative action hiring practices.

An outreach program must meet the needs of both communities to succeed in reaching its own goals and to maintain credibility in both groups. MWEP staff utilize their insights into the community of employers on the one hand, and minorities and women on the other, to serve as a successful bridge between the two. A major goal of any MWEP is to gain the confidence of industry decision makers as a reliable source of qualified personnel. Yet while an MWEP must be an organization that is sensitive to the legitimate requirements of employers, it must remain firm in its commitment to obtain access to the best jobs for minorities and women.

Several premises underlie the design of the MWEP outreach strategy.

(1) There currently exists little communication and trust between employers and minority communities. They live apart and have little professional or social contact. It is well known that, for higher paying jobs especially, a high proportion of candidates tend to find jobs informally through friends or contacts. Minorities have fewer such contacts and fewer well placed friends than their white counterparts. Well qualified minority candidates may not even hear about many higher paying job opportunities because they lack access to the proper informal information networks.

In addition to lacking job information channels, many qualified minorities are unfamiliar with companies which have adopted meaningful affirmative action hiring practices. Some are also distrustful because they or their minority acquaintances have encountered unfavorable experiences with employers in the past. Such distrust and lack of information can discourage minority applicants and make them less eager to seek better paying jobs offering career paths with upward mobility.

By building a rapport with employees and by keeping in touch with minority individuals who have been successfully placed, outreach programs seek to extend the availability of both the formal and informal job information networks to the minority community.

(2) Outreach employment programs operate best in conjunction with equal employment opportunity (EEO) pressures, including legislative, judicial, and administrative remedies. Likewise, EEO remedies work best in conjunction with outreach employment programs. The outreach employment strategy grew from a recognition that EEO pressures in themselves are insufficient to assure affirmative action in employment.

By design, the role of an outreach effort is not that of antagonist to employers. Rather outreach seeks to assist employers to meet their EEO obligations. This does not preclude taking an advocacy stand with qualified individuals against selected resistant employers.

The outreach strategy recognizes that change is achieved fastest from the combination of efforts on the inside and pressures from the outside. In the world of the inside, personalities, politics, and constituency building are all very important, and while outreach programs attempt to make successful linkups on the inside, it is equally important for them to avoid being co-opted and to remain firm in resolve to effect change.

(3) Outreach employment programs do not advocate double standards in employment practices for minorities. Double standards are demeaning to minority applicants. Further, discrimination in favor of an individual may be just as psychologically harmful as discrimination against one.

Outreach program staff have learned that an unqualified minority placement can generate lack of cooperation and even hostility on the part of employers and white workers. Despite EEO policies and pressure, there are companies large and small that continue to practice discrimination, particularly at management levels. When minorities and women fail, such discriminatory attitudes are merely reinforced.

Rather than advocating double standards, the outreach strategy is to find individuals who meet an employers job-related qualifications, get them placed on the job and provide followup support as required to assure success, thus establishing new role models to replace former stereotypes and effecting permanent changes in the hiring practices of the business community.

(4) Outreach programs are applicable only for use in placing people into high quality jobs, i.e., jobs with high pay and opportunity for advancement. For example, outreach has been appropriately utilized to place minority youth into high-paying apprenticeable craft occupations. Likewise, the Minority Women Employment Program is aimed at managerial and professional jobs. Targeting outreach efforts on low-paying deadend jobs with a high rate of turnover is an inefficient use of resources. It is simply not worth the time and expense to use a full-blown outreach program to place dishwashers, janitors, or temporary clerks.

Essentially employment outreach programs are anti-discrimination efforts appropriate to assisting underutilized individuals into good jobs in the primary sector of the labor market. The key focus of employment outreach is on upgrading of individuals in underutilized groups into careers that have not traditionally been available to them.

(5) Outreach employment program staff attempt to establish rapport with employers; the basis of their relationship is a quid pro quo. In return for the consideration the employer give their applicants, outreach staff recruit, prescreen, and refer qualified minority applicants for employers, absorbing some of the employer's recruitment costs. An outreach program may even offer support to a cooperative employer's claims of good faith in compliance reviews and EEOC hearings.

(6) Outreach employment programs are most effectively operated by organizations of persons they are designed to serve. Thus for example, programs designed to place minorities are generally best operated by minority organizations, likewise, programs striving to place the physically handicapped are most effectively operated by groups of physically handicapped individuals. Such organizations and groups inherently have a strong interest in the problem and have better rapport and credibility with the underutilized community they serve.

(7) Outreach is best operated by a small, select staff. A small staff facilitates coordination, accountability, and rapid response to an ever-changing labor market. Also, a small staff is better able to relate to applicants on a personal basis, an essential feature of the outreach strategy.

(8) Outreach employment programs are most effective when they are directed solely at successful job placement in a specific labor market. Such narrow focus is essential, because each labor market is different in terms of acquired knowledge, contacts, hiring practices, and institutions.

A major difficulty with many social programs is that goals are set too broadly and efforts become spread too thin, diluting their effectiveness. Involvement in concerns beyond successful specialized job placement serves only to dissipate the energies of a small staff.

(9) Outreach begins with an initial research effort. Preliminary research includes a feasibility study to determine if the project can succeed in the site under consideration. Once it is decided to establish an outreach program, the task of the research is to target the program more precisely and to provide staff with background information aiding them to establish credibility with employers and unions. An adequate knowledge of the industries and employers is essential to conducting proper screening and referral in an outreach program.

Outreach in Practice: The MWEP

To illustrate how outreach principles translate into practice, this handbook details the operations of the Minority Women Employment Program, an outreach effort designed to place minority women into managerial, professional and technical occupations. MWEP uses outreach strategy to move in two directions simultaneously, on one hand probing the job market for quality jobs, and on the other, searching for qualifying minority women.

MWEP utilizes the "employer persuasion-outreach" technique initially developed by Alexis Herman and Paulette Norvel in the pilot program in Atlanta and refined over three years of operation. The technique includes the following functions, which are conducted more or less simultaneously: (1) research, (2) employer contact and job development, (3) recruitment of applicants, (4) preparation and screening of applicants, (5) job placement, and (6) followup. Each of these aspects of program operation are discussed in more detail in Chapter 2. Chapter 3 discusses some important mechanical aspects of the project: recordkeeping, evaluation, staffing, and funding; and Chapter 4 provides a brief conclusion.

As an additional feature, this handbook contains resource appendices designed to be of assistance to those initiating a project. Since MWEP is directed at minority women, the information in these appendices is primarily focused on minority women. However, the outreach strategy can be relevant to any group underutilized in the labor force, and the suggestions offered can provide a starting point to generate ideas for obtaining counterpart information.

Finally, a note of caution must be added: Operating a successful outreach project is a very human art and in many ways, the subjective aspects of the project--which least lend themselves to verbal description--are the most important. One cannot expect to achieve results by merely following the points in this handbook in a step-by-step methodical manner. Success in outreach demands that program objectives be pursued with creativity, flexibility, and initiative.

CHAPTER 2

Program Operations

Establishing and operating an outreach program may be described as a multi-phase effort. Initially, research must be conducted to properly locate and target the project. Next, space and furnishings must be procured, staff selected and trained (see Chapter 3, Program Mechanics). Once the local program is staffed, housed, and in operation, recruiting applicants and job development operations should begin simultaneously. Recruitment should not be undertaken before job development because without jobs to fill, the program is likely to quickly destroy applicants' expectations. Likewise, if a program receives job orders but has no applicants to fill them, its credibility with employers is undermined. As job orders and applicants begin coming in, the staff begins to prepare and screen applicants, matching them with jobs and making referrals.

The last step is followup with placements and employers, providing support where needed and obtaining information for use in making future placements. An essential feature of the outreach strategy is that followup never stops. In a sense, persons placed are viewed as program alumni. Followup on placements fosters the development of an important network for feeding back useful information to the project. Followup is also a vital means to provide support to pattern-breaking persons who may be encountering discrimination or other difficulties on the job.

This chapter details the various substantive phases of program operation, including research, employer contact and job development, recruiting applicants, preparation and screening of applicants, making the placement, and followup.

(1) Research: The Beginning

Research is an essential first step in conducting any innovative social program. It helps to identify what needs to be done and how it can be accomplished, and helps prepare staff to do it more efficiently and effectively. Moreover, research is required to provide feedback to the project regarding its performance and to compile an evaluation of the effort for the benefit of funding agencies.

Research aids MWEP by performing the following functions:

1. Provides feasibility studies to help select the locations and the labor markets in which the project is needed and for which the project is likely to be appropriate.

2. Helps focus the efforts of the project staff on employers who are expanding employment in the targeted labor market and are likely to utilize the services of the project.

3. Attempts to provide staff members entree to or contact with appropriate key management executives.

4. Assists in the training and orientation of newly hired project staff.

5. Obtains preliminary information on the companies, the industries, and the local labor market trends to brief the project staff in order to help them establish initial credibility with employers when they make their contacts.

6. Provides research assistance for community relations efforts to the project staff (e.g., assembling information for speeches, workshops, etc.)

7. Provides feedback to field staff regarding the program's performance during the course of the project.

8. Throughout the course of the project, collects baseline data on labor market conditions, and other information relevant to evaluating the project.

9. Evaluates the project, determines its replicability to other areas and situations, and to distill the lessons learned from the experiences of the project into writing.

As can be seen in this list of research objectives, in many ways the project relies on data provided by research--especially in the start-up phases of the program. In fact, a project is established only after initial research indicates that the program is both <u>feasible</u> and <u>needed</u> in the area under consideration. As an illustration of the specific items which are to be considered in the feasibility study, the following list enumerates six essential factors which should be weighed in any feasibility study for establishing a Minority Women Employment Program Office:

(1) Present availability and expected future growth of managerial, professional and technical positions in the labor market of the particular city and surrounding area;

(2) The specific types and variety of managerial, professional, and technical positions which are present in the local labor market;

(3) Data concerning the availability of qualified or qualifiable minority female candidates;

(4) Data concerning the underrepresentation of minority women in managerial, professional, and technical positions;

(5) The presence of a significant minority population, both in terms of absolute size and as a proportion of the total population of the area; and

(6) The presence of any existing programs which might duplicate or compete with the proposed Minority Women Employment Project.

Since research plays a heavy role in the project, it is an integral part of program operations and outreach field staff must be able to conduct some research on their own. However, in addition it is most useful to establish the research component as separate from field operations for several reasons. First, research and field operations tend to require different skills, and interests and personalities. Further, researchers away from day-to-day operations can bring some perspective while they gain from interaction with field staff a better appreciation and understanding of program operations which in turn helps to better direct research efforts. Another reason for maintaining a separate research component is that evaluation of the project has more credibility if performed by a separate organization.

The next question which might arise is: Who can do this sort of research? Many organizations and individuals have the potential. The Minority Women Employment Project has worked with a university facility to fill its research needs. Utilizing a university resource has certain advantages and disadvantages. Tying into a university may provide the benefit of providing access to a wealth of resources ranging from career counselling centers and job placement units to academic facilities such as business schools and ethnic and women studies programs. On the other hand, in most academic environments a traditional bias is held that what is practical cannot be "scholarly". Thus university researchers tend to produce information that is not of immediate practical value or in an easily useable form. This does not mean that all university-based organizations avoid applied work useful to employment outreach projects. Rather, one should be aware of the general bias and exercise care in choosing appropriate university-based

support. A good initial strategy may be to experiment with a variety of research sources if possible, as well as building some research capability within the field organization.

Experience with the pilot Minority Women Employment Programs have made it clear that field staff do not have the time or inclination to sort through and read massive amounts of research materials. Moreover, it was found that field staff were much more likely to use information if they first requested it than if it were gratituously supplied to them. Thus, to facilitate use of research provided, it was found necessary to systemize data collected into a standardized format with strong input from field staff. To arrive at the best format, researchers and field staff met, reviewed the usefulness of information provided in the past and agreed on the form and content of a new "research package". The result of this session was the three-volume design shown in Chart I. As indicated, Volume I provides a community profile and directory of contacts; Volume II concerns information regarding the demand side of the market, while data on the supply of minority women is contained in Volume III. These volumes are provided in loose leaf binders which can be readily added to or revised. In addition to the three volumes, other research provided included a file of contacts (with addresses, phone numbers and relevant commentary) as well as corporate annual reports, published recruiting materials, and other data on individual companies in the area of the project site.

Research is not completed once the initial research package is delivered. By design, the particular contents of the research package continually evolve and improve as field staff provide feedback and further suggestions. Researchers continually train field staff in the use of the materials, update and supplement them. Most important, researchers are on call to find answers to questions or researchable problems which staff in the field offices bring to their attention. Finally, once a project is established, researchers should visit periodically to become better acquainted with the staff, to build trust, to assist local offices in whatever way they can, and to collect and verify information to assess the impact of the project.

One might naturally ask at this point: Where are sources of information and what data can a researcher expect to obtain from each? In order to provide some suggestions to help a researcher get started, Appendix A lists various information resources and provides suggested data to be collected and tasks to be performed with each.

CHART 1

Organizational Format for Research Materials
VOLUME I: COMMUNITY PROFILE AND DIRECTORY OF CONTACTS:
LOCATION OF PROJECT SITE

Table of Contents

Community Profile

1. References to Other Works on the City
2. Street Map
3. Map of the SMSA
4. Demographic Data
   A. Minority Composition of Population
   B. Population Forecasts and Projections
5. Labor Force Data
   A. Employment by Occupation
   B. Unemployment Rate by Month
   C. Unemployment Rate by Sex and Ethnic/Racial Background
   D. Employment Forecasts and Projections
   E. Earnings Data
6. Indicators of Business Activity
7. Chamber of Commerce Activity
8. Background on Local City Government
9. Information on CETA
   A. References on CETA
   B. CETA Information Packet
   C. Profile on Local CETA Plan
   D. Summary Description of Local CETA Plan

Directory of Contacts

1. Federal Government Officials
   A. Assistant Regional Director for Manpower, DOL
   B. Women's Bureau Officials
2. Local Government Officials
   A. Elected Minority Officials
   B. CETA Officials
   C. Other Key Local Government Contacts
3. Compliance Agency Officials
4. College and University Contacts (from colleges in the surrounding areas)
   A. Placement Directors
   B. Alumni Association Directors
   C. Specific Department Contacts
   D. Affirmative Action Officers
   E. Minority (Women) Student Groups
   F. Office of Minority Affairs
   G. Registrar's Office
   H. Miscellaneous
5. Community Group Contacts
6. Business Contacts
   A. Chamber of Commerce Officials
   B. Selected Key Individual Business Leaders

CHART 1

Continued

7. Professional Associations/Organizations
   A. Personnel Associations
   B. Associations of Affirmative Action Officers
8. Private Personnel Agencies (note any directed specifically at minority groups)
9. Contacts for Statistical Information
10. Minority News Media
11. Other Press/Publicity Contacts
12. Other helpful contacts

VOLUME II: DEMAND: LOCATION OF PROJECT SITE

Table of Contents

1. Listing of Priority Firms
2. Listing of Firms by Employment Site
3. Background Information on Company (alphabetically categorized)
   A. National information on company
   B. Local information on company
   C. Interview with company representative
4. Growth Data
   A. By industry
   B. By firm
5. New and Expanded Business
6. List of EEO Court Cases: Completed and In Process
7. List of Major Government Contractors
8. Salary Surveys for Managerial, Professional and Technical Position
   A. National
   B. Local
9. Analysis of MWEP-Placements Made

VOLUME III: SUPPLY: LOCATION OF PROJECT SITE

Table of Contents

1. Data Regarding Area Colleges Enrollment and Recent Graduates
   A. Listing of Nearby Four-Year Colleges and Universities
   B. Total Enrollment Data and/or Degrees Awarded by Institution, Major Field of Study and Year
   C. Data on Enrollment of Minority Women
   D. Numbers of Recent Minority Women Graduates
   E. Listings of Recent Minority College Graduates
   F. Minority Women Registered with Local College Placement Offices
2. Leads and References to Potential MWEP Clients
   A. Miscellaneous Listings of Potential MWEP Clients
   B. Leads to Individuals who are Potential MWEP Clients
3. Analysis of the Labor Market for Teachers
4. Characteristics of MWEP Applicants on File

In the course of conducting research for the Minority Women Employment Program, researchers have learned some useful hints. Some of these tips are listed below in the hope that others will benefit from our experience.

(1) Make the initial company contact by telephone asking the secretary to direct you to the person who handles recruitment and hiring of professional and managerial staff (or whatever occupational groups on which you are focusing).

(2) Do not use a printed form or formal questionnaires in the interviews with company personnel officials because the official may often just request that you leave the form to be returned by mail, refusing to proceed with the personal interview.

Personnal interviews offer strong advantages over mailed questionnaire returns in that the personal interviews are more "information rich". You can pick up a lot by watching for reactions to questions, e.g. facial expressions or other non-verbal cues. Further, interviews provide an opportunity to probe into areas in which initial responses are vague or especially interesting.

Telephone interviews, although not as "information rich" as personal interviews offer the advantages of consuming little time for both the interviewer and the interviewee, and consequently sometimes offer easier access to employer officials. However, telephone conversations do not yield as much information as do personal interviews and it may be difficult to establish necessary rapport on the telephone alone.

Often the best strategy is to use a mixture of approaches. For example, begin gathering information on an industry you know little about initially by conducting personal interviews; then supplement this with telephone interviews.

(3) Prepare a set of interview questions before the interview. Try to become as well acquainted as possible with the firm being interviewed. Often you can obtain a copy of the company's most recent annual report in a college placement office. Glance over it. The more you already know about the company and industry the more credibility you have with the person being interviewed. This also saves time in the interview, improves communication, and allows you to better "pinpoint" or target questions.

(4) Be as brief as possible in the interview. Have a healthy respect for the value of the interviewees' time. They are often very busy people.

(5) Show an interest in responses and respect for suggestions made by the interviewee. They may prove helpful.

(6) Get set in your mind a brief, logical, believable and honest explanation of your project. Never be dishonest or misrepresent yourself. At the same time, realize that you need not "lay all your cards on the table" at the beginning of the interview.

(7) Never allow anyone interviewed to think that you are going to quote them for publication. You might mention at the beginning of the interview that you will obtain prior permission for publishing any quotations.

(8) As a followup, it is often useful to send some sort of summary or written description of the project to everyone you interviewed, thanking them for their time and cooperation. This need not be a description of the full project, but rather mainly something to "stay in touch", and to show the interviewee that the project did (or does) at least result in something.

(9) Keep a card file or other record of all the names, titles, addresses, and phone numbers of all the people you interview along with the dates you interviewed them. This helps in future correspondence as well as in writing reports on the project later.

(10) It is often useful to hand the interviewee your business card when you introduce yourself. This helps establish your credentials and often the interviewee will respond in like manner providing his name correctly spelled, his title, address, and phone number.

(11) In general, make an appointment with your interviewee. Some people become very upset when you walk in without an appointment because they consider it a sign of low regard for their importance.

(12) In dealing with information sources who are reluctant to cooperate or who seem hesitant to offer any information beyond minimally answering questions, it is often helpful to begin the interview by requesting a copy of a list of publications issued by the person or organization and by asking questions regarding the scope of operations.

Much of the research utilized by the Minority Women Employment Program was performed separately from the project by an organization involved in studies of the labor market for college graduates. This separation of research from field operations has several advantages. For example, it has allowed the project to sift through vast amounts of data more efficiently than through traditional job development efforts which are not research-based. Secondly, it has reserved MWEP field staff the opportunity to introduce their own program by themselves directly.

(2) Employer Contact and Job Development

Contact with employers is the primary responsibility of the local project director. In order to make effective use of the director's time, priority is given to contacting major firms identified by research as having present and future job openings and hence likely to be productive of job orders. Research also attempts to identify as accurately as possible the persons who make hiring decisions in each firm. Initially, researchers request to speak with whomever is responsible for recruiting candidates for professional or managerial job openings. Generally, this person works with the personnel department and operates as a screening agent for a higher level official.

Unless the employer is referred by a personal contact, firms are generally first contacted by means of a letter. The letter introduces MWEP to the employer and explains its functions. It emphasizes that MWEP endeavors to provide applicants who meet the employer's specified standards; thereby reducing some of the firm's screening costs, and requests an appointment to discuss the program more fully. Firms which do not respond to the initial letter receive followup telephone calls soliciting an interview, typically two weeks after the letters are sent. In only a few instances have firms proven resistant to both appeals.

It is in the initial interview that the project director attempts to establish a positive rapport with the company officials, beginning with the appropriate personnel representative. It is re-emphasized that the purpose of MWEP is to help the employer recruit minority women for the firm. It is made clear that MWEP will fully observe the employer's standards and will endeavor to screen its registrants and refer only those women who appeared to satisfy all of the requirements of the job. It is further stressed that MWEP specializes in managerial, technical and professional occupations. MWEP asks to be informed when hiring occurs for these positions and what the requirements for the job are.

Somewhat familiar with the firm and its operations through briefings provided by research or through experience with similar firms, the project director seeks to establish credibility as a knowledgeable and reliable aid to the employer in seeking qualified women. Such initial credibility is further enhanced by sending quality referrals appropriate to the firm's needs and eventually solidified through successful placement of a qualified minority woman who performs well on the job.

In a very successful meeting with an employer, the project director may receive job descriptions of specific openings that currently exist in the firm. Other times, an employer, having learned of the type of registrants the program has on file, will agree to notify the program when vacancies occur or when training programs are scheduled to begin.

Occasionally, it is apparent from the initial meeting that the employer is negatively disposed toward hiring minority women. Sometimes the stumbling block is the person interviewed. Although the organization may have a good faith affirmative action program, an individual personality can become a significant barrier to achieving affirmative action and cooperating with the project. In such cases, the task for project staff becomes finding a way to circumvent the person who is an obstacle without irreparably violating established chains of command or other important company procedures or norms. Getting by a particularly stubborn personnel official without ruining employer rapport can often be a very sensitive matter, requiring some additional research on the particular company. Also, deciding whether the problem is the individual contacted or company policy generally is a difficult issue. MWEP project directors must try to be alert to the reasons behind the deadends they face.

Sometimes employer representatives simply react negatively to the personality of the MWEP project director. If this is thought to be the case, MWEP sends another staff member to interview the individual. Sometimes just a different personality will help make the breakthrough.

Persistence in employer followup is a critical ingredient in effective job development. Often MWEP staff have had to try continuously for four months to arrange an initial interview with an employer. Even once rapport is established, it must be maintained by regular contacts. However, unless the employer specifically requests MWEP staff to check on a daily or weekly basis for job orders, it is not a good idea to do so. Although such frequent contacts are a commonplace tactic used by private employment agencies, many employers view them as harrassing. Effective employer followup provides an occasional gentle reminder that MWEP is available and eager to assist a company find competent managerial and professional staff.

A key objective of an outreach program is to influence employer attitudes through use of what Alexis Herman, national MWEP project director, terms the "employer-persuasion-outreach" technique. Employers are influenced by the project in several ways. Since the businesses know they are dealing with people who know the law regarding employment discrimination and since they realize they will be questioned in followup debriefing, employers know they must have a good reason for rejecting an MWEP applicant. MWEP does not adopt a hostile position toward employers. However, it often assumes an advocacy role on behalf of qualified referrals. This is a very important distinction.

As has been shown by the MWEP experience, problems do arise in job development. For example, either because the employer has no current openings in managerial, technical or professional occupations or to test MWEP's delivery capabilities, an employer will provide a clerical job order to MWEP. This often presents a problem to MWEP staff. On one hand, MWEP does not want to foster the reputation of placing clerical personnel. On the other hand, MWEP does not want to turn off an employer by failing this initial test, and further, certain clerical positions offer good pay and upward mobility. Moreover, although MWEP does not seek applicants desiring clerical positions, some do apply. The resolution to this problem has been to refer candidates to the job if (1) suitable applicants are available on file, and (2) the position offers sufficient quality and upward mobility to merit consideration. Notwithstanding this response to clerical job offers, MWEP stresses to employers that its chief focus and abilities lie in filling nonclerical white collar positions.

Publicity to business firms is a sensitive matter. The key is to maintain a professional image and reach employers who will sincerely respond. A massive broadcasting campaign brings in many firms who wish only to "touch base", fulfilling formalities of making "good faith" efforts to achieve affirmative action. Some firms are so blatant as to request a letter as "proof" of their contact--without so much as interviewing or otherwise seriously considering any available MWEP applicants on file. This sort of behavior wastes valuable staff time, raises staff frustration, creates an atmosphere of distrust and generally consumes much staff energy in weeding those sincere responses from those who are merely going through the formalities.

Probably the most effective form of outreach to employers has been personal referrals from business contacts with whom MWEP has established a good relationship. Thus, business clients established in one city have been asked for referrals in other cities.

Information requirements for MWEP-style job development are extensive. Not only is information on job openings and formal requirements obtained, often just as important are informal requirements. For example, a work experience requirement stated in a job order may actually mean "experience preferred" rather than "experience required." Important informal job requirements may include preferred personal appearance including hair style and dress, manners, motivations, personality types and other factors. Each organization looks for applicants who will "fit in" with their organizational atmosphere. Put another way, "people hire folks they like". Awareness of such informal requirements in applicant preparation and screening is often essential to getting applicants placed. One of the key functions of an outreach organization boils down to preparing people who meet the paper qualifications for jobs to meet an employer's more subjective, often unwritten, informal requirements.

Cues to what an employer's informal requirements are can be picked up by observant outreach staff on personal company visits. (How are other employees dressed? How do they act?) Another important source is the feedback provided in debriefing calls with employers after applicant interviews.

Relevant information for effective job development also includes data on the seasonality of hiring patterns, upgrading paths, detailed step by step hiring procedures, the firm's decision-making process regarding new hires, training programs, job security, and upward mobility and career paths available from various entry level positions. All of this information is especially useful in the preparation and screening of applicants.

(3) Recruiting Applicants

In recruiting qualified applicants, it is essential to remain receptive to the attitude of "use every lead and find them any way you can." However, given limited resources, one must focus most efforts where there is the greatest payoff. A little experimenting generally reveals that what initially appear to be obvious sources of applicants often yield very few. Further, selective recruiting is generally more effective and less expensive in staff time and money than mass advertising.

Although MWEP recruiter-counselors have used a variety of techniques to locate qualified and interested minority candidates, by far the most effective means has been word-of-mouth contact. When a program begins operations, all applicants rejected for staff positions with the project are invited to utilize the services of the project to find other jobs. Many hear of MWEP through a friend or relative or employer, and make contact with the program. An effective Outreach staff fosters word-of-mouth or informal networks as much as possible. Their job does not stop when they leave the office; rather, Outreach staff must virtually live the project, spreading the word to friends, relatives and acquaintances in social and other occasions off the job. By design Outreach staff are heavily involved in their communities which puts them in a position to well utilize several natural "grapevines."

In addition to utilizing word-of-mouth contact, MWEP has initiated selective publicity efforts focused on likely minority candidates. Announcements have been periodically made through minority news media. Guest appearances have been made on TV and radio shows to explain the project. Yearbooks and graduation announcements from nearby predominantly minority colleges have been probed for names. Researchers and field staff also have culled through listings of minority college graduates to find potential candidates. Such listings, include the Directory of Minority College Graduates, 1971-72, Spanish-Surnamed American College Graduates: 1971-72, and Affirmative Action Recruitment

Directory: Human Resources in Higher Education.[1] Letters are sent to those listed and other attempts are made to contact them. Since college graduates are a highly mobile population, such listings become out of date very fast, and the response rate to such mailings is generally low. Also, some of those who are reached may already be satisfactorily employed and these may help locate good job opportunities. MWEP attempts to make use of every possible lead to qualified candidates. In addition, MWEP recruits applicants through alumnae groups and minority student organizations, including black sororities such as Alpha Kappa Alpha, Delta Sigma Theta and Zeta Phi Beta. MWEP recruiter-counselors also make contact with college placement officers and contacts in various academic departments in local colleges and universities. A substantial applicant supply has been established by acquiring from these sources lists of women qualified in a wide variety of academic areas. Contacts are also made with minority professional organizations in search of experienced applicants who are seeking to upgrade and/or change careers. Sometimes organizations may even be created to fill needs perceived by the project's staff. Thus, the MWEP-Atlanta staff assisted in founding the Atlanta Association of Black Personnel Administrators. This group has not only been helpful in referring applicants to MWEP but has provided some useful contacts with the Atlanta business community. In Houston, the MWEP project director was one of the co-founders of Black Women for Social Change, a community organization which has provided contacts and other assistance to MWEP-Houston.

Despite careful efforts to be selective in recruitment, applicants without college training or experience--individuals the project is not designed to serve--will apply. In these cases, it is best to fight the natural tendency to try to help them yourself. This only dilutes your efforts. A better approach is to make a referral to a more appropriate agency in the community. If possible, make the referral to a personal contact and follow through to assure that the referral got there. Good referral requires a good personal knowledge of resources in your community.

Even among the degreed applicants to the project, there are individuals MWEP will simply not be able to assist, some who require more help than a program like MWEP can give them, or some who arrive with unalterable negative attitudes, such as "I've been to college for 4 years and the world owes me a good job!"

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[1] See Appendix C for full references to these and other recruiting sources.

(4) Preparation and Screening of Applicants

Having obtained information about the available jobs, there remains the formidable task of selecting MWEP registrants most qualified to fill the openings and preparing them to apply for the job. This process generally involves job and career counseling, resume preparation, preparation for the job interview, test tutoring, general support and encouragement, and followup to each job referral.

Upon initial contact with MWEP offices, the registrant is asked to fill out an application form requesting information about her personal characteristics, labor force experience, educational background and career goals. If one of the staff (generally a recruiter-counselor) is immediately available, the registrant will be interviewed. In the event that an immediate interview is not possible, an appointment is scheduled for the near future. Dealing with applicants on an appointment basis is important so that you give full attention to applicants in the office and to avoid or minimize waiting on the part of the individuals you serve. Appointments also establish a more professional tone in office operations.

During the initial interview, the recruiter-counselor reviews much of the material on the application form in order to gain a more complete picture of the client. In addition, the recruiter-counselor attempts to establish rapport with the job seeker since gaining her trust and confidence is essential to effectively working with her later. Subjects covered on the application form present obvious material for extended conversation, which is helpful in establishing initial rapport. During the interview recruiter-counselor attempts to form a clear impression of the occupational interests, communication abilities, personality traits, and work skills of the applicant. Also observed are her ability to respond in an interview situation, her knowledge of the job market, and the general impression she makes by means of her personal appearance and through her resume. Based on this information, along with an assessment of the state of the job market, the project staff is able to formulate a program of work designed to enhance the employability of the registrant. The key to success as an interviewer is to become an acute listener. It should be noted that a significant part of the interview consists of educating the woman to the realities of the job market, occasionally informing her that the jobs to which she aspires are quite scarce but also pointing out that the client may be qualified for jobs she had only vaguely considered previously.

The program of work, of course, varies with the particular needs of the woman and the urgency with which the training is needed, as dictated by the state of the market. Initially, the stress is on basic, beginning with resume preparation. It is quite common for a registrant not to understand the purpose of the resume and to have inappropriate information listed. A second common error women make is to minimize the kinds of experience they have had. Often the chief task in resume assistance is simply drawing out the good experience background from the applicant and putting it on paper. MWEP staff also indicate to the client that different types of resumes may be called for in applying for various types of jobs, i.e., emphasis might be placed on different aspects of a person's background or the material might be presented in a different manner in order to best reflect the applicant's qualifications for the position desired. MWEP staff may assist the registrant to tailor resumes for use in a particular job referral--especially for employers who are particularly attentive to written profiles of their job applicants. In this regard, individuals have been assisted in preparing as many as five customized resumes. More specific suggestions on resume preparation can be found in Appendix E of this handbook.

Along with the resume, much attention is devoted to job interview preparation. Preparation for job interviews is critical because often heavy emphasis is given by employers to impressions gained in such encounters. Women who the staff feel are in particular need of assistance are given "mock" or simulated interviews which provide them the opportunity to become comfortable and gain confidence in an interview setting as well as offering them feedback and suggestions for improving their interview performance.

The interviews are generally conducted with MWEP staff posing as an employer's personnel representative. The purpose of the interview is, of course, to present the registrant with the kind of situation she can expect to encounter when applying for a job. The interviewer asks a series of prepared questions or engages the applicant in a general discussion about the activities of the company or about the applicant's job experience or career goals.

A common characteristic of many of the clients is that they assume a passive role in the interviews. That is, they respond to questions in the most direct terms and rarely raise any questions of their own about how employment with the firm may satisfy some of their personal objectives. Considerable time may be spent indicating to the registrant how she can be more engaging in her conversation in an interview context.

Tips are provided on how to respond to questions assertively rather than aggressively. For example, if a woman is asked how she plans to take care of her children while she works, the MWEP counselor generally advises her to avoid an angry response such as "That's an illegal question! I'm not going to answer that! That's none of your business!" Even though the question is an illegal one and even though it is none of the interviewer's business, such a response is likely to eliminate her chances for employment. A more effective answer would be a simple assertive statement: "I have made full arrangements for taking care of my children." An interview topic in which women often lack assertiveness is the issue of pay. MWEP applicants are counselled to have a specific figure in mind and not to undersell themselves.

It is much easier to be assertive if one can avoid being angered or frightened by unexpected questions. Thus, part of interview preparation is to defuse the element of fear due to surprise in job interviewing. MWEP counselors compile specific questions asked by individual employers and use them in mock interviews. An example of a question commonly asked is "What skills and abilities can you contribute to this job?"* Applicants are encouraged and assisted to consider how their assets and attributes might fit with the particular job. Consideration of such matters prior to the interview helps them to have prompt assertive, positive answers during the actual interview.

Potentially embarrassing questions also receive special attention. For example, job applicants are commonly asked: "What is your greatest fault?" With coaching in simulated interviews, applicants can often turn such questions to their advantage. For example, one response might be: "My greatest fault is impatience. I just hate to remain idle--I like to get things done."

Together, project staff and applicants seek a way to deal with potential weaknesses. Perhaps the best illustration of this is the case of Diane Smith (fictitious name) in Atlanta. In her initial interview, Diane indicated that she had an attack of sickle cell anemia when she was four years old. Even though the disease did not recur, Diane feared that it would offer employers an excuse to reject her.

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*Of course, every interviewer has favorite questions. MWEP staff try to uncover these in debriefings with previous referrals. A good starting place to look for questions commonly asked by employers is the listing entitled "Fifty Questions Asked by Employers During the Interview with College Seniors" contained in the 1975 Endicott report. These questions have been reprinted in various places; but the original may be found in Frank S. Endicott, 1975 Trends in Employment of College and University Graduates in Business and Industry (published in November 1974 by the American Society for Personnel Administration, 19 Church Street, Berea, Ohio 44017).

To support Diane's case, project staff were able to gather letters documenting a perfect attendance record in school and on her work-study job. They also obtained a letter from a physician certifying that the disease was in remission and was expected to offer no further problems.

Previous to coming to the Minority Women Employment Project, Diane had been quite apprehensive about employer reaction to her health status. Afterward, she felt secure enough to initiate the subject herself in interviews, providing documentation to minimize any potential negative impact on employer attitudes. Diane was subsequently employed and is still working with the firm with whom she was placed.

Often, an applicant cannot verbalize her career goals, a point on which some employers place key attention. In coaching during mock interview sessions, MWEP staff ask questions of the applicant, providing insight into her real interests and objectives. They also reflect back to the applicant what she indicates to them. Through this process, the applicant generally gains the ability to express herself regarding her career goals, enhancing her self-assurance in real interviews with employers.

A major point should be emphasized here. Do not encourage applicants to respond with standardized responses. Rather seek to uncover answers which are appropriate to their individual personalities and in their own words, as much as possible. A series of referrals who all mouth the same answers to interview questions will only serve to repel employers or lead them to doubt the sincerity of your candidates.

Another area in which many applicants need assistance is in the matter of grooming, style of dress, and interview posture. In making suggestions regarding such personal and potentially sensitive matters, MWEP staff generally take a cautious approach. They have found, however, that once they gain the trust and confidence of the client, she is often quite receptive to suggestions regarding such matters.

Job counseling often takes the form of working with clients in groups as well as individually. One technique has been to invite several registrants to seminars on employment opportunities for women in nontraditional occupations--job categories which few minority women had previously considered, such as insurance, wholesale sales or communications. The seminars are attended by employer representatives who make presentations regarding the particular occupation. On the one hand, these seminars provide minority women with an orientation to occupations new to them; on the other hand, the seminars give industry executives the opportunity to meet and interchange with a group of competent minority women.

The interaction often produces placements. For example, in Houston, one MWEP workshop resulted in seven placement as facilities engineers for a large communications firm.

Test tutoring is often an important facet of job preparation. Since employers make substantial investments many of the people who fill their managerial, technical, and professional occupations and because they seek individuals who have the potential to advance to higher level positions, many firms utilize various tests in their screening procedures. Thus, MWEP tutors applicants in test-taking. Such tutoring consists of orientation to and practice with the general types of tests to be taken. In this effort, MWEP is able to draw on the testing expertise of Recruitment and Training Program, Inc. gained through tutoring for apprenticeships and other occupations. RTP test tutoring strategies have proven effective; for example, of ten MWEP candidates taking an aptitude exam for a professional position with a major corporation in Atlanta in April 1975, all passed. In response, the company revised its testing practices and adopted different tests. Although MWEP had to revise its tutoring material in turn, the new test offered no significant barriers to MWEP applicants.

The key emphasis on test tutoring in MWEP focuses on practicing with similar tests. The first objective is to find out what sorts of tests are utilized by the employer. If they are standarized exams, find out which types. If they are exams developed by the individual employer, find out generally what subjects they cover and which standardized tests most nearly match them.

Once the test is identified, MWEP staff find workbooks and similar exams on which applicants can practice. It is a good idea to compile sets of practice exams and workbooks over time. Practice with the tests fulfills a couple of purposes. First, it provides some familiarity with the sort of test to be taken, helping to alleviate fears in the real testing situation. Secondly, working through test problems often reveals weak areas, or types of problems which the applicant finds troublesome. Once weak spots are identified, staff can selectively tutor applicants to help master the types of problems they find most difficult.

To assist with its test tutoring efforts, RTP has compiled a training manual for the use of its project staff. Excerpts from this manual are contained in Appendix E of this handbook.

By design, the MWEP approach to job placement is a very personal process. Every MWEP staff member is encouraged to attempt to become familiar with each applicant as much as possible. A key emphasis is placed on providing support and encouragement--particularly to those lacking self-confidence. Personalized assistance is reflected in other ways. For example, if transportation is a problem for an applicant, MWEP staff may assist with information on automobile financing or suggest leads for purchasing an inexpensive car or help the applicant locate an apartment in an area which will facilitate her commuting to work. MWEP staff may pick up application forms during office hours to assist candidates who cannot leave work but desire to upgrade their careers. If an applicant has child care problems, MWEP staff may help to arrange for day care. In part, it is in this personal attention which distinguishes MWEP from other job matching mechanisms or agencies.

Applicants are often coached for particular job interviews as well as generally assisted with presenting themselves in interview situations. As a principle, referrals are made only to employers who have been personally interviewed by project staff. Once an applicant is prepared, she is referred to an employer on her own. MWEP staff do not accompany the applicant to the interview itself. The applicant represents herself to the employer.

Following each job referral, MWEP staff debrief both applicants and employers asking them to describe their impressions and reactions. Employers who do not hire applicants are asked why. This information helps staff members learn more precisely what types of interviews specific employers conduct as well as better assess employer needs for future referrals. Often, this immediate feedback from employers offers a good means of learning the informal selection criteria which can be just as important as formal job requirements. Applicants also find it helpful to review their experiences to learn how they might be more effective in subsequent interviews.

(5) Making the Placement

One of the keys to making successful placements is establishing the program as a credible and reliable source of qualified minority women. Thus, it is critical that the program refer only people who meet the qualifications of the employer. This is especially important on the initial referral. If possible, it is useful to send three applicants to each job. Each should meet the paper qualifications of the job although they might differ in personality. Avoid making referrals without providing them special preparation for the interview.

Over time, the aim of the program is to build rapport with employers so that they are motivated to call back when they have future openings. Building credibility and establishing rapport are important functions from the very first contact with the employer. Initially, credibility is established through appearing professional and knowledgeable about the employers and their organizations and industries. This involves conducting research and digesting its results. Credibility is reinforced by referring qualified applicants to an employer's job order. Credibility is then cemented by placing a person who performs successfully on the job. Unfortunately, in the task of achieving credibility in the early stages, a placement who fails on the job does more to discredit the program than a successful placement does to help a program. This is one of the reasons why with placements on the job followup is so critical. Followup can sometimes help to solve the problems which arise before trouble develops.

(6) Followup

Successful placement does not end the outreach effort. Contact is maintained with placements once on the job to assist with any job-related problems which may develop, especially in the training or probationary period.

Contact is also maintained with the employer, immediate supervisor and friends of the placement to determine the general impression the applicant has made.

Followup is one of the most important phases of an outreach operation, for it not only helps to assure that the gains made are maintained but also provides a means to obtain information for effectively making more placements.

Although various means--including mail and telegram--have been used by outreach organizations to followup with placements, typically contact is established with the placement directly, either by phone or in person.

As a followup technique MWEP has found it useful to organize its placements into a kind of alumnae association. Such organizations serve two objectives: First, they provide a support group on which these pattern-breaking women can rely in coping with discrimination and other problems encountered on the job. Secondly, they foster the development of an information network, further strengthening the linkage between business and the minority community. And developing institutional linkages assists to overcome institutional discrimination.

In these meetings, placements are encouraged to draw on their own resources to combat the diffficulties and discrimination they encounter on the job. Often, these placements are the only minority women on the job and the support offered by women in similar circumstances in other companies has been helpful.

Many of the problems encountered center around certain recurrent themes: (1) Some of the placements are not given challenging work and feel that their capabilities are not being utilized. This seems to be a pattern when employers place minorities only as tokens. (2) On the other hand, some are beleaguered with assignments beyond their stated job requirements, training and/or capacities. Many of the women view this as discriminatory harrassment. (3) Some women complain that others (generally men) receive credit for their work. For example, one woman working for a major organization in Houston, found a man was selected to present a year and a half of her research work. (4) Many face the general problem of breaking out of the stereotyped roles in which firms have treated women in the past. Dealing with many of the problems presented requires assertative behavior. Suggested references on assertion training are provided in Appendix D.

CHAPTER 3

Program Mechanics

Establishing an Outreach Office

One of the first steps in physically setting up an outreach program is to secure an office and furnish it. An important factor that has tremendous bearing on recruiting success is the location of the office. It must be a location which is accessible to both minority applicants as well as employer representatives. Typically, this means an active downtown street, convenient to public transportation, free or inexpensive parking, and motor expressways.

Since a program is judged in part by the image its office conveys, staff should procure and furnish an office to support the professional image of the program--within its budget constraints.

Ideal facilities for the program include separate offices of the project director and for each of the recruiter counselors, a conference room as space for the clerical staff, supplies, and occupational library materials. In addition, it is useful to have convenient access to a conference room which can be used for test tutorials, workshops and staff meetings.

It may be possible to operate a program similar to the Minority Women Employment Program entirely on a volunteer basis, operating from one's residence. The project's techniques and principles could well be applied by any group seeking to improve the status of an underutilized segment of the labor force. In fact, if employment discrimination is to be effectively overcome, a wide variety of programmatic efforts are needed.

Recordkeeping and Evaluation

Because inadequate recordkeeping can sabotage a program no matter how effective may be its efforts, Recruitment and Training Program maintains strict centralized control in financial matters and provides each local outreach office with sufficient clerical support staff to maintain adequate records of office operations for review and evaluation.

By nature, each field office tends to develop its own individual methods of keeping track of proceedings. To ensure that all necessary information needed to evaluate the project is collected, the research component works with field staff to devise methods of collecting certain minimum information required to evaluate the project--that is, to initiate some standardization without squashing initiative of staff who seek better ways of doing things.

Toward this end, MWEP developed a standard application form to be used in all offices, as well as a standard format for submission to internal monthly progress reports. The internal progress report format includes six section: (1) company visits, (2) community and public relations activities, (3) information on placements, (4) applicant activity summary, (5) job orders received and referrals, and (6) special events scheduled. The report covers from the 21st of one month to the 20th of the following so that it can be included in the monthly progress report, on the first of each month. In addition to using the form for reporting purposes, MWEP administrators utilize it to help monitor the field office activities.

As part of this process of standardization, MWEP has agreed on the following definition of a placement:

> A placement is a MWEP registrant who was extensively assisted in obtaining her job, whether or not MWEP initiated the employer contact. Extensively assisted means that any or all of the following supportive services have been provided to achieve the employment obtained: test preparation, preparation for interviews (including mock interviewing), resume preparation, and job or career counseling beyond the intake interview. Moreover, the person placed must acknowledge the assistance received and evidence of such assistance must be documented in MWEP files.
>
> New hires on MWEP staff itself may not be counted, regardless of whether they come from applicant files or have been offered supportive services in the past.
>
> Occasionally, applicants from one MWEP office will be placed in job orders developed by another MWEP office. Since both offices contribute to the placement in important respects, each are credited with one-half of a placement.

Establishing adequate information collection procedures at the beginning of a project is absolutely essential because it is all but impossible to collect information required for evaluation once project operations have terminated. This means that information-collection devices such as application forms must be designed with care. Also, a system for filing information pertinent to office operations must be developed at the start of the project.

Staff Size

Each MWEP outreach field office is designed to have a staff of four or five persons--a project director, one or two recruiter-counselors, an office manager, and a secretary. The organizational structure of each office is shown in Chart 2 and job descriptions are provided in Appendix E. However, it is important that these job descriptions be followed flexibly. In order for the staff to operate effectively as a team, they must often cover for one another.

Staff Selection

Since the success or failure of an outreach program much relies on the dedication and enthusiasm of the staff members, careful staff selection is critical. There are several important characteristics to be sought in applicants for staff positions:

(1) Motivation/dedication to accomplish the objectives of the program.

(2) Personality factors such as even temperament, empathy, and the ability to establish rapport with a wide variety of people.

(3) Positive thinking as reflected in behavior as well as attitudes. It is especially important in innovative programs such as outreach to hire staff who consider the project's objectives to be possible and who, given an obstacle, immediately begin searching for a way around it.

(4) Mental agility which includes ability to handle several things at once and to learn quickly.

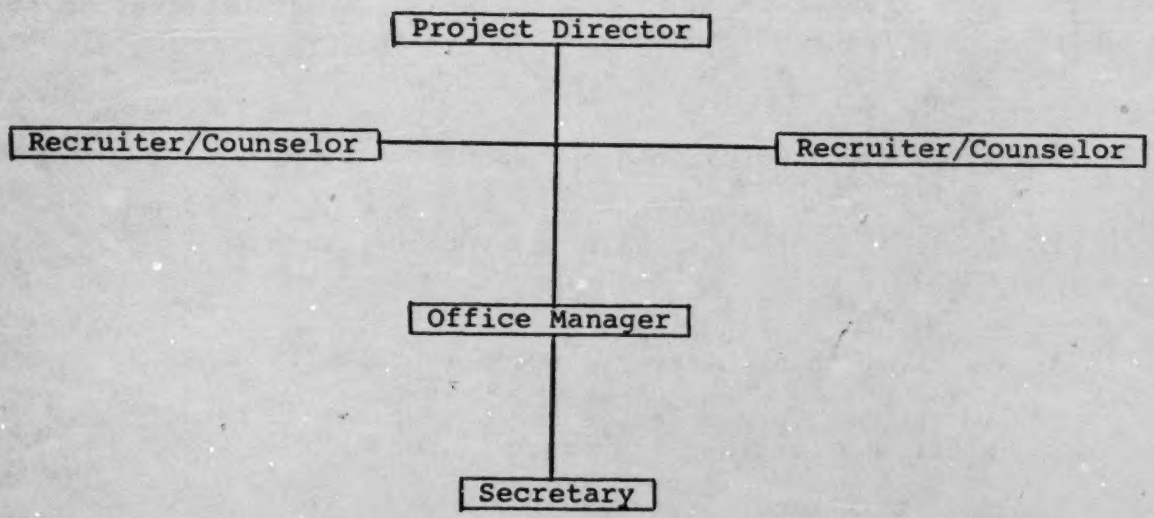
(5) Relevant job experience or technical training in the area. (This is presented last because candidates who meet the other qualifications for the job can be trained to develop this.)

Since successful outreach demands exceptional people, one must be highly selective in choosing staff. In the experience of the Minority Women Employment Program, staff have often interviewed as many as forty (40) persons to fill one position. Such effort is also useful in another respect. Many of those who are not selected have strong qualities in other areas and may serve to provide an initial group of applicants available for placement once the local outreach office is established.

Chart 2

Organizational Structure of an

MWEP Field Office



Staff Training

The key to effective staff training is utilizing teaching techniques which stress participant involvement rather than lectures. In MWEP experience, role-playing has been found to be a very effective device, as have video tapes. Through the facilities of a local college, MWEP staff produced a video tape depicting an initial interview situation with a client. In the first scene, they showed what not to do. The second scene illustrates the same applicant properly interviewed. The tape has since been used in MWEP training and it provokes much discussion and learning.

At the beginning of the project, it is useful to train the staff all together because they learn much from one another. All office staff including clerical personnel should participate in training, and the role of each individual in making the project a success should be clearly and emphatically presented. Often staff switch roles, i.e., the project director counsels applicants and the recruiter-counselor takes employer interviews. This gives each better perspective on the other's functions and gives the project added flexibility.

Matters such as staff selection, training, and job descriptions cannot be adequately described in mechanical terms because these are very human processes and each program will encounter specific problems not even alluded to here. For example, with job descriptions, it is not how well each staff member fulfills his/her own description, but how well the staff work together as an organized unit. Good intra-staff communication is absolutely essential to establish a team effort.

Funding and Proposal Writing

The annual budget of an outreach office such as operated by the Minority Women's Employment Program runs in the range of $60,000 to $100,000.

To obtain funding at such a level requires writing a good proposal. Fortunately, some materials are available to assist with proposal-writing, including the following:

U.S. Department of Labor, Women's Bureau, "Tips That Make Cents in Proposal Writing" (published in June, 1975 and available from the Women's Bureau, Employment Standards Administration, U.S. Department of Labor, Washington, D.C. 20210)

F. Lee and Barbara L. Jacquette, "What Makes A Good Proposal?" Foundation News, January/February, 1973, pp. 18-21.

Written by two foundation executives, this article offers guidelines for those seeking grants.

In general, the task in proposal writing is fourfold: (1) To show need for what you propose to do (including some perspective on the relative importance of this need), (2) To show a means to fill this need (project design), (3) To prove that you have the credibility to accomplish what you plan to do in the project design, and (4) To detail the budget you will need to accomplish your objective(s).

Regarding funding, you will need to pinpoint a source. Since outreach is an employment project, prime sponsors under the Comprehensive Employment and Training Act of 1973 are likely sources of funding and you should find out all you can about how this legislation operates in your area.

Other funding sources, including foundations, may also be appropriate. Two recent references which should provide helpful material here are as follows:

Howard Hellman and Karen Abarbanel, The Art of Winning Foundation Grants, New York: Vanguard Press, 1975.

Virginia P. White, Grants: How to Find Out About Them and What To Do Next, New York: Plenum Press, 1975.

Chapter 4

SUMMARY

Outreach programs, initially developed to place minority youths into building trades apprenticeships, have shown promise as effective affirmative action tools outside of the construction industry as well. Operated by a minority organization and narrowly focused on placing minority women into managerial and professional jobs, the Minority Women Employment Program has shown itself to be successful in a clientele in which underemployment is severe.

The outreach strategy, as defined in the Minority Women Employment Program, has been described as a relatively simple one involving six functions: (1) research, (2) employer contact and job development, (3) recruitment of applicants, (4) preparation and screening of applicants, (5) job placement, and (6) followup. Implementing these tasks, however, is infinitely more difficult than merely describing them. Implementation, means dealing with employers who refuse to recognize MWEP goals and provide only clerical job orders. Implementation means developing a sense or urgency among staff to respond quickly and efficiently to fill meaningful job orders. Implementation means correctly reading informal job qualifications from a telephone debriefing after an applicant interview and to adding those informal criteria to the written requirements in screening, preparing, and referring the next candidates for that position. It means maintaining contact with placements without annoying them with what they may perceive as hassle or unnecessary help. Implementation means building rapport with industry decision-makers over time without being compromised in the process. Because outreach in practice involves so much more than outreach on paper, a manual such as the Outreach Handbook can only be a mechanical introduction to what is a demanding and delicate process requiring dedicated effort.

RESOURCE APPENDICES

Appendix A

AIDS TO RESEARCH

Suggested Resources and Information to be Gathered From Each

The following list is a catalog of information resources along with suggestions for information to be collected and tasks to be performed with each. It should be noted that these are meant as suggestions, which have been developed for use with the Minority Women Employment Program and are intended only as a point of departure. They need to be adapted to suit the needs of a particular project or target group. If these suggestions are performed merely mechanically without any creativity, the research is not likely to be successful.

Demand Factors

From EEOC Data

Gather statistics to show recent picture and trends in employment by job classification for race and sex. Which are the job categories and industries in which the target group is underrepresented? Where is the need for the project the greatest?

From the Labor Market Analyst in the Local Employment Service Office

1. Request a copy of their most recent list of publications and select items which interest you. Some of the publications which may be useful include the following:

   A. Monthly newsletters - These provide information regarding employment and unemployment in the local labor market. Obtain back issues of this and have your name placed on the mailing list for future issues if possible.

   B. Labor Market Reports - Published annually or semi-annually, these reports provide more detailed analysis of local labor market conditions.

   C. Other materials - Local employment service offices also often publish or distribute helpful information on topics such as job search, occupational counseling, and resume preparation.

From Published Sources Regarding Employers

It is best to do as much background work on employers as you can before meeting them in person. Some good information sources on private firms include Moody's, Standard and Poor's, and Dun and Bradstreet.*

Points of information to look for include the following:

1. What kind of product(s) does the firm produce?

2. Obtain a brief history of the firm.

3. Who are the top executives in the firm?

From Interviews with Employers or Their Representatives

You need to know about the inner-workings and personalities of the organizations with whom you will be dealing. Also you will need to familiarize yourself as much as possible with the characteristics of the industries and the employers with whom you are dealing. You should be generally knowledgeable about the firm and its industry--the products produced, any special problems or needs faced which have a bearing on hiring decisions, etc. After you obtain as much information as you can from published sources (see previous section), make personal contact with the officials who make personnel decisions in organizations you have placed on your priority list. The kinds of questions and issues on which you need to have information (although you may not be able to ask them all directly) include the following:

(1) What special needs does the employer have for managerial, technical and professional employees? What is the size of the employer's current and anticipated demands for workers in these occupations. What education and experience requirements, attributes, and other types of qualifications is the employer seeking in new hires? What characteristics does the employer look for in college graduates? (Be attuned to formal as well as informal requirements.)

(2) Does the organization have any job openings in the area of your project's interests?

(3) Is there any seasonal pattern of demand for these job openings?

(4) Are there any formal training programs for these jobs?

*Note: For full citations on these publications see Appendix B, "Aids to Job Development".

(5) How might an individual who graduates from the aforementioned training program expect to advance within the organization? Or how might an individual who is hired in the entry job referred expect to advance within the organization. (Here, what you are after is some idea of the formal or informal career ladder patterns within the company, remembering that the chief focus is on jobs with upward mobility.) Are there any entry job classifications with assumed upgrading potential, that is, formal job ladders?

(6) Determine types of recruiting utilized (including any local college recruiting) and attempt to get some idea of which the firm finds most effective for various jobs.

(7) Catalogue the screening procedures used for their various types of job openings.

(8) What is the nature of the hiring practices within the organization? What role does the main office play? Do local branches or plants hire for their own needs or does the personnel office at headquarters handle this? (i.e., is hiring centralized or decentralized?) Does the company "promote from within" or obtain top management from the outside? What is the nature of the promotion policies of the firm?

(9) Does the employer encounter difficulty finding qualified minority and female applicants? If not, which are the best sources of recruitment?

From Bureau of Labor Statistics Published Materials

(1) Obtain information on total employment as well as absolute and relative changes in recent years and trends in the composition of employment by sector and industry. (Employment and Earnings, States and Areas, a bulletin published annually by the U.S. Bureau of Labor Statistics may be helpful for this purpose.)

From Women's Groups in the Area

(1) Obtain information on their recent activities.

(2) Obtain information on employment outlook for women in the area of project site.

From Interviews with College Placement Officials

(1) College placement interview lists schedules listing types of majors interviewed from both local white college placement officials and black college officials.

Do local companies recruit at white colleges but not at black colleges?

If they recruit at both, do they recruit for different jobs and job levels?

(2) Collect data on trends in the number of companies recruiting in recent years, by college.

(3) Gather the opinions of college placement officials regarding the employment outlook for college graduates in the project site area. If possible, obtain information on the demand by major. (i.e., what majors are most in demand, etc.)

From Interviews with Any Person or Agency Who is Doing Anything in Any Way Similar to the Project (Special Employment Service Offices, etc.

Find out what they are doing and (if possible) what success they have had with their efforts.

From Associations of Personnel Managers (such as local chapters of the International Personnel Management Association, etc.)

Obtain names of members, addresses and phone numbers of individuals who may be helpful contacts to project staff.

From the National Alliance of Businessmen Local Office

(1) Find out which companies have been most active in "hiring the disadvantaged" and other social programs. Obtain a list of persons and their affiliations on the local advisory board.

(2) Find out about any special local projects currently being undertaken.

From the Employees of the Target Firms in Management, Technical, and Professional Positions

(1) Find out how they learned of the availability of their current jobs.

(2) Find out whether or not the firm "promotes from within" or "hires at upper levels from the outside".

(3) What sort of screening procedures did they have applied to them?

(4) What sort of formal training programs have they been through since joining the company?

(5) What does the pattern of job ladders and ports of entry look like for the firm employing them? (i.e., for what entry position does the firm hire? What is the outlook for upward mobility from these positions? etc.)

From Local Chamber of Commerce Officials

(1) Who are the largest employers in the area?

(2) Obtain a directory of employers in the area (sometimes only a Directory of Manufacturers or a Membership Directory is available.)

(3) Which firms have nationwide headquarters in the city?

(4) Obtain a list of publications and request one that seems relevant.

From Bureaus of Business Research in the Local Area or State

(1) Obtain background data on economic trends in your area.

(2) Some bureaus make efforts to track every new business, relocation and expansion in their area. See if you can obtain access to this information as soon as it becomes available.

From Manpower Planning Officials, City Planning Agencies, and Regional Planning Organizations

(1) Compile data bearing on present or future labor market trends in your area.

From Research and/or Marketing Departments of Local Banks

Since banks make commercial loans to local employers, they often collect information on the present status of and future prospects for employment in the target area. Try to pick larger banks which do a significant proportion of business in the labor market at which you are aiming.

Supply Factors

From Officials of College with Significant Minority Enrollment

(1) Obtain numbers of minority college graduates by sex for recent years by major. Do the same for current enrollment. (These data can usually be obtained from either the placement office, the alumni office, or the registrar's office.)

(2) Get names of minority college graduates by major and sex from any of the three previously mentioned sources. Or, if these fail, from the college yearbook or graduation announcements from recent years.

(3) Find location of local alumni chapters and names and addresses of officers. (Usually obtainable through alumni office.)

(4) Obtain any available followup studies on minority college graduates (usually obtainable from placement directors.)

(5) Do graduates want to obtain jobs in the area of the project site or not? Do they actually obtain jobs in the area or not? To what extent?

(6) What sort of job aspirations do graduates have? What sort of jobs do they look for? How do they seek them?

(7) Establish contacts among faculty in various academic departments. These may serve as productive sources of applicant referrals later.

From Census or Other Demographic Data Sources

(1) Obtain population and labor force statistics by race and sex.

Note: Further suggestions regarding locating qualified minority women can be found in Appendix C, "Aids to Recruiting Minority Women Applicants".

Appendix B

AIDS TO RECRUITING MINORITY WOMEN APPLICANTS*

Although informal "word-of-mouth" contacts remain far and away the best method to recruit minority applicants, there is a small but slowly increasing number of formal resources directed toward finding qualified minority women. In the following is a selected list of studies, handbooks, resource listings, rosters and directories of individuals, offices of the Minority Women Employment Program, Minority Women's Groups, and listings and directories of minority media.

*Many of the items in this section were initially cited in a publication entitled "Recruiting Minority Women #2", prepared in November 1974 by Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, D.C. 20009. The information presented here has been adapted, supplemented and updated. It is not an exhaustive list.

I. STUDIES, HANDBOOKS AND RESOURCE MANUALS

AMERICAN BAR ASSOCIATION SURVEY. The American Bar Association made a survey in 1969-70 which found that blacks were 2.7% of the total law school enrollment, and of the female lawyers and judges in the country, 2.3% are black. For a free summary of the survey, write the American Bar Association, 1155 60th Street, Chicago, Illinois 60637.

CIVIL RIGHTS DIRECTORY. Published periodically by the U.S. Commission on Civil Rights, this directory contains listings of federal, state and local government with civil rights responsibilities, national private civil rights organizations, research organizations with civil rights information, national organizations with civil rights programs, national women's organizations and commissions on the status of women. The listings include the name of the person to contact, address and telephone number. Also, they generally provide an annotated information regarding the agency itself. The most recent edition was published in 1975 as Clearinghouse Publication 15 (Revised) and is available from the U.S. Commission on Civil Rights, Washington, D.C. 20425.

DIRECTORY OF AFRO-AMERICAN RESOURCES lists, describes and cross-indexes professional associations of blacks, disciplinary committees concerned with blacks, data sources, and study center. The directory is available for $19.95 from Order Department, R.R. Bowker Company, P.O. Box 1807, Ann Arbor, Michigan 41806.

A DIRECTORY OF RESOURCES FOR AFFIRMATIVE RECRUITMENT. Published by the Equal Employment Opportunity Commission in 1975, this directory lists names and addresses of organizations that can aid employers in recruiting women and minorities. It is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 for $1.60 per copy. The stock number is 052-015-00027-8.

DIRECTORY FOR REACHING MINORITY GROUPS. Published by the Bureau of Apprenticeship and Training of the Department of Labor, this handbook lists by state and city, the names, addresses and telephone numbers of organizations and individuals who can reach minority groups to inform them of job opportunities. Copies are available upon request from the Bureau of Apprenticeship and Training, Employment and Training Administration, U.S. Department of Labor, Washington, D.C. 20210.

DIRECTORY OF SPECIAL PROGRAMS FOR MINORITY GROUP MEMBERS: CAREER INFORMATION SERVICES, EMPLOYMENT SKILLS BANKS, FINANCIAL AID SOURCES. Edited by Willis L. Johnson, this directory includes annotated listings of more than 700 organizations which provide employment and/or educational assistance in one form or another to minorities. The second edition, published in 1975, sells for $8.50 prepared and is available from Garrett Park Press, Garrett Park, Maryland 20766.

EQUAL EMPLOYMENT OPPORTUNITY FOR MINORITY GROUP COLLEGE GRADUATES: LOCATING, RECRUITING, EMPLOYING is a guide to recruiting minority group members by Robert Calvert, Jr., former University of California Placement Director. It is available from Garrett Park Press, Garrett Park, Maryland 20766, for $5.95.

THE FORGOTTEN FIVE MILLION: WOMEN IN PUBLIC EMPLOYMENT by Catherine Samuels. Written as a guide to eliminate sex discrimination in state and local government, this book contains some helpful information, including a section on general resources. It was published in 1975 by the Women's Action Alliance, 370 Lexington Avenue Room 601, New York, New York 10017 and is available from them for $5.00 per copy.

HANDBOOK FOR RECRUITING AT THE TRADITIONAL BLACK COLLEGES (1974-75 edition). For assistance in finding and hiring blacks, this book contains profiles of 85 black four-year colleges and information on their students. Edited by Andre G. Beaumont and Rena D. Godbolt, it is available for $6.50 from College Placement Services, Inc., P.O. Box 2322, Bethlehem, Pennsylvania 18018.

ROSTERS OF MINORITY AND WOMEN PROFESSIONALS, compiled by Janet W. Brown, Heather Coleman and Susan E. Posner, and published by the American Association for the Advancement of Science in January, 1975. This booklet is part of an effort to increase the numbers and improve the status of women and minorities in the natural and social sciences and engineering. It contains a rather large list of directories, rosters and registries (including a list of rosters of minority women professionals) as well as a commentary on the uses and effectiveness of rosters. It is available as AAAS Miscellaneous Publication 75-1 for $3.95 per copy from the Office of Opportunities in Science, American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005.

SURVEY OF BLACK AMERICAN DOCTORATES. This survey found that less than 1% of the doctorates in the nation were held by blacks, and 80% of these were held by black men. For a free summary of the survey, write to the Ford Foundation, Office for Special Projects, 320 East 43rd Street, New York, New York 10017.

[TEXAS] RECRUITMENT RESOURCE MANUAL, compiled in January, 1975 by the Governor's Office of Equal Employment Opportunity to assist State agencies to recruit and locate minorities, this directory contains listings of minority-oriented newspapers and radio stations, predominantly black and predominantly Spanish colleges and professional schools, as well as minority and women's civil and service organizations.

SPANISH SPEAKING PROGRAM: A COLLEGE RECRUITMENT SOURCES BOOKLET. Published by the Office of the Spanish Speaking Program, U.S. Civil Service Commission on January 6, 1975, this booklet rates institutions of higher education according to their Spanish speaking student enrollment. It also lists Spanish language periodicals, radio stations broadcasting in spanish, television stations with Spanish programs, Spanish speaking organizations and consulting firms. It is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 for $.85 per copy. The stock number is 006-000-00843-7.

II. ROSTERS AND DIRECTORIES OF INDIVIDUALS

AFFIRMATIVE ACTION REQUIREMENT DIRECTORY: HUMAN RESOURCES IN HIGHER EDUCATION. Compiled in May, 1974 to assist colleges to improve their affirmative action programs, this directory identifies 323 minorities and women (all with college degrees) who are working or wish to work in either administration, student services, or instruction in institutions of higher education. Available from Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302.

DIRECTORY OF MINORITY COLLEGE GRADUATES 1971-72. Prepared by the Manpower Administration of the Department of Labor, this directory identifies black, Spanish-surnamed, Native American and white ethnic groups by sex. No summaries or statistics are given by field or degree level. The directory is available for $8.00 from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

DIRECTORY OF SPANISH-SURNAMED AND NATIVE AMERICANS IN SCIENCE AND ENGINEERING. Dr. Joseph V. Martinez compiled this directory for the Foundation for Promoting Advanced Studies. It contains the names, highest degree attained, discipline and research interest of over 200 persons. For a copy, write Dr. Martinez, 464 Furnace Road, Ontario, New York 14519. A donation of $15.00 is requested.

SPANISH-SURNAMED AMERICAN COLLEGE GRADUATES 1971-1972 (two volumes). This directory includes the names of graduating students by discipline, state, school and graduation date. Included are recruiting tables arranged by state, school and date of graduation, which give the total numbers of students graduating within each discipline. The directory is available upon request from the Cabinet Committee on Opportunity for the Spanish-Speaking, Suite 712, 1800 G Street, N.W., Washington, D.C. 20506.

NATIVE AMERICAN PROFESSIONAL RESOURCES DIRECTORY. The directory is divided into three major categories: academic degree index, individual information index, and tribal index. It lists a total of 1,076 Indians who either hold degrees from accredited institutions or are in their final year of study in such institutions. The directory is available at $4.50 per copy from Native American Professional Resource Directory, 203 San Pablo, S.E., Albuquerque, New Mexico 87108.

BLACK COLLEGIAN, RESUME BOOKS (two volumes). BLACK COLLEGIAN is a magazine written by and for black college students. It is published bimonthly during the school year in September, November, January, March and May. Subscription rates are $10 for two years. In addition, publisher Preston Edwards has gathered the resumes of 100 (50 in each book) black college seniors in such disciplines as accounting, biology, business administration, chemistry, engineering, mathematics, architecture and medical technology. The resume books are $25.00 each, available from Black Collegiate Services, Inc., 3217 Melpomene Avenue, New Orleans, Louisiana 70125. Telephone (504) 522-2372.

DIRECTORY OF BLACK HISTORIANS. This list includes over 200 black historians currently writing or teaching in U.S. universities. The directory is available from Ms. Janette Harris, Department of History, Howard University, Washington, D.C. 20001

III. OFFICES OF THE MINORITY WOMEN EMPLOYMENT PROGRAM

MINORITY WOMEN EMPLOYMENT PROGRAM. Operated by Recruitment and Training Program, Inc., this pilot outreach project is designed to assist employers nationwide to find qualified minority women with college training or equivalent experience for managerial, professional, and technical jobs. No fee is charged to either applicant or employer by this non-profit organization. For further information, contact the office nearest you:

ATLANTA FIELD OFFICE (404) 681-0001
40 Marietta Street, NW
Suite 808
Atlanta, Georgia 30303
(Rose Botts, Project Director)

BOSTON/MASSACHUSETTS FIELD OFFICE (617) 723-8070
89 State Street, Room 700
Boston, Massachusetts
(Charlene Roderick, Project Director)

CINCINNATI-DAYTON FIELD OFFICE (513) 381-1640
Kroger Building
1014 Vine Street, Suite 2120
Cincinnati, Ohio 45202
(Beverly Jackson, Project Director)

DALLAS FIELD OFFICE (214) 653-1631
109 North Akard at Main
Dallas, Texas 75201
(Gretel Floyd, Project Director)

HOUSTON FIELD OFFICE (713) 526-3495
5619 Fannin, Suite 209
Houston, Texas 77004
(Mary A[illegible]n, Project Director)

LOS A[illegible] FIELD OFFICE (213) 389-2185
1543 W[illegible] Olympic Blvd., Suite 522
Los Angeles, California 90015
(Frances Bojorquez, Project Director)

NEW ORLEANS FIELD OFFICE (504) 522-2714
1000 Howard Avenue, Suite 600
New Orleans, Louisiana 70113
(Lynn Sarpy, Project Director)

TULSA-OKLAHOMA CITY FIELD OFFICE (918) 587-0117
40 Wright Building
Third and Cheyenne Streets
Tulsa, Oklahoma 74103
(Mable Rice, Project Director)

For information pertaining to the project nationally, contact Ms. Paulette Norvel, National Director, Minority Women Employment Program, 40 Marietta Street, N.W., Suite 808, Atlanta, Georgia 30303. Telephone (404) 681-0001. Information available on the program includes a documentary film, entitled "The Only Way to go Is Up", produced by the U.S. Department of Labor, regarding the program.

IV. MINORITY WOMEN'S GROUPS

ALPHA KAPPA ALPHA maintains files of job opportunities nationwide. A monthly newsletter is published in which job openings are listed. For further information contact Ms. Harriet Harper, Career Opportunities Representative, Alpha Kappa Alpha Sorority, 1751 New Hampshire Avenue, N.W., Washington, D.C. 20009 (202) 332-9442.

DELTA SIGMA THETA publishes a newsletter seven times a year which accepts job advertisements. The organization also holds regional conferences throughout the year for its membership of over 6,000. For more information write to Ms. Lynnette Taylor, Executive Director, Delta Sigma Theta, 1707 New Hampshire Avenue, N.W., Washington, D.C. 20009 (202) 483-5460.

ZETA PHI BETA handles requests for job candidates on an individual basis. For details, contact Ms. Goldie Baldwin, Executive Secretary, Zeta Phi Beta, 1734 New Hampshire Ave., N.W., Washington, D.C. 20009 (202) 387-3103.

V. LISTINGS AND DIRECTORIES OF MINORITY MEDIA

The three publications below list several hundred other minority publications as well as other channels of communication with minority groups.

DIRECTORY OF MINORITY MEDIA. Published by the U.S. Department of Commerce, lists American Indian, Black, Oriental and Spanish language newspapers, magazines, and other publications, and radio and television stations with minority audiences. The directory is available for $1.25 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

AMERICAN INDIAN MEDIA DIRECTORY - 1974, published by the American Indian Press Association (AIPA), lists Indian national community and collegiate publications, radio and television stations with Indian audiences and other resources. It is available for $10.00 post-paid from AIPA, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.

BLACK PRESS PERIODICAL DIRECTORY lists black-oriented radio stations, U.S. black periodicals, and foreign black publications (including professional, associate and trade publications). Names and addresses of editorial contacts are given. The directory is published annually and is available for $45.00 from Black Press Clipping Bureau, 78 Merchant Street, Newark, New Jersey 07105.

Appendix C

AIDS TO JOB DEVELOPMENT

It is helpful to know as much as possible about employers before you make contact with them. Your local library contains several resources which can help with this task. Publications such as those distributed by Moody's or Standard and Poor's provide a capsule look of each firm, including listings of the principle directors, type of business, products, and history of the firm. For example, to identify the officers and directors of a certain corporation and to obtain biographical information on each of them, try:

> Standard and Poor's Register of Corporations, Directors and Executives (published annually in three volumes by Standard and Poor's Corporation, 345 Hudson Street, New York, New York 10014.)
>
> Volume 1: Corporate Listings - provides alphabetical listings by corporate name.
>
> Volume 2: Individual Listings - provides alphabetical listings of individuals with official titles, date of birth, college and year of graduation, and fraternal memberships.
>
> Volume 3: Indexes - provides color-coded indices by Standard Industrial Classification Code and by geographical area.

Brief background sketches of all major private employers are similarly available. For example, see:

> Moody's Investor Service, Inc., (99 Church Street, New York, New York 10007) publishes several useful annual volumes which provide a brief description of companies. These include:
>
> Moody's Industrial Manual
> Moody's OTC [over the counter] Industrial Manual
> Moody's Transportation Manual
> Moody's Public Utility Manual
> Moody's Bank and Finance Manual

In addition to using general business references, it is useful to keep up with general business periodicals such as The Wall Street Journal, Business Week, Industry Week, Fortune, Financial World, Barron's, Forbes, and Business World, as well as the business and finance section of the local paper.

Sometimes it is possible to conduct job development through trade associations or professional groups. The best national listing of such organizations, indexed alphabetically by key word, by geographic area, by size of budget and by name of chief executive, is the following:

Craig Colgate, Jr., (ed.) National Trade and Professional Associations of the United States and Labor Unions, (published annually by Columbia Books, Inc., Publishers, 734 15th Street, N.W., Room 601, Washington, D.C. 20005).

From the beginning of the project throughout its life, you will be especially interested to learn specifically where jobs are likely to be opening up in your area so that you can concentrate your efforts on industries and employers likely to be productive of job opportunities. For this, you want to follow all the steps indicated under "Demand" enumerated in Appendix A "Aids to Research". In addition, you will be interested in several other sources. For background on the labor market in your city, you may want to become familiar with past occupational trends as well as various employment forecasts and projections which have been made for your area. The suggested references listed below will give you a start:

Past Employment Trends
Census Data
County Business Patterns Data
Employment and Earnings in States and Areas

In addition, check with your local employment service for unemployment forecasts and projections. Many of the states have made them under special programs funded by the U.S. Department of Labor.

Bibliography on Job Development

Although there is extensive literature on job development for disadvantaged persons, there is not very much material focused on non-disadvantaged but underutilized workers. Nevertheless, many of the same principles apply to any job development effort. Job development is essentially a marketing effort to obtain effective access for the labor market intermediary and its applicants alike.

The following reference provides an introduction to job development for the disadvantaged:

Louis A. Ferman. Job Development for the Hard-to-Employ (Published in 1969 by the Institute of Labor and Industrial Relations, The University of Michigan - Wayne State University and the Center for Appalachian Studies and Development. Available from Publications Office, Institute of Labor and Industrial Relations, P.O. Box 1567, Ann Arbor, Michigan 48106 for $2 per copy).

Appendix D

JOB AND CAREER COUNSELING RESOURCES

This section contains some standard references for occupational counseling as well as specialized sources on topics found to be relevant to MWEP operations, such as counseling the liberal arts graduate, college recruiting, and assertion skills training.

Standard References

The following items are basic, and useful references in job and career counseling:

U.S. Bureau of Labor Statistics, Occupational Outlook Quarterly (published four times per year by the U.S. Government Printing Office; Washington, D.C. 20402, for an annual subscription price of $4.00).

This periodical provides articles updating the Occupational Outlook Handbook as well as other useful information.

U.S. Bureau of Labor Statistics, Occupational Outlook for College Graduates. 1974-1975 Edition. Bulletin 1786. (Available from the U.S. Government Printing Office, Washington, D.C. 20402, or Government Printing Office Bookstores, or Bureau of Labor Statistics regional offices for $2.95 per copy.)

This publication is a specialized version of the Occupational Outlook Handbook which is tailored especially to college trained individuals.

U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, 1976-1977 Edition. Bulletin 1875. (Available from the U.S. Government Printing Office, Washington, D.C. 20402, Government Printing Office Bookstores or the Bureau of Labor Statistics regional offices for $7.00 per copy. Stock Number 029-001-01406-6)

This publication contains information on 800 occupations in 30 major industries. In addition to providing an introduction to what workers do in various occupations, it covers training and educational requirements, advancement possibilities, occupational outlook, earnings and working conditions, and sources of additional information.

Richard Nelson Bolles, What Color is Your Parachute? A Practical Manual for Job-Hunters and Career Changers. (Published in revised edition in 1976 by Ten Speed Press, Box 4310, Berkeley, California 94704.)

This book attempts to teach how to job-hunt. It also gives practical step-by-step instructions based on most creative, practical method of job-hunting known. Also, it gives tips on finding unadvertised jobs and on what experts to consult. Simple exercises to aid in achieving greater self-knowledge are presented.

Tom Jackson and Davidyne Mayless, The Hidden Job Market: A System to Beat the System. (Available from Quadrangle The New York Times Book Co., 10 East 53rd Street, New York, New York 10022.)

This book provides exercises to assess yourself and your career objectives, then advocates job seeking based on your individual profile.

Counseling the Liberal Arts Major: A Special Problem

Perhaps the group of college students with the largest problems are liberal arts students.[1] Unfortunately most minority women are presently enrolled either in liberal arts fields (especially sociology) or elementary education--another labor market offering uncertain to dim prospects to graduates due to the decline in birth rates and subsequent declines in school enrollment.

Such graduates are in need of special counseling. Generally, one of the first issues which arises in such sessions is: "What kind of a job can I get with a major in sociology (or history, elementary education, etc.)? Fortunately, there are several resources which can be utilized to assist them. Among the best materials recently published are the following:

Teal, Everett A. The Occupational Thesaurus. Volume 1: A Job Guide Handbook for Majors in Anthropology, Economics, History, Languages, Mathematics, Political Science, Psychology, and Sociology. (Published in 1971 by LeHigh University, Bethlehem, Pennsylvania.)

Barbara Lazarus Wilson, John Nero, Phyllis Martino, and Richard Landon. From Liberal Arts and Sciences to Career: A Guide. (Published in 1975 by the Educational Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160.)

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[1] For example, see Ann Stouffer Biscontin and Irene L. Gomberg, The Hard-to-Place Majority - A National Study of the Career Outcomes of Liberal Arts Graduates. Report No. 5 (available from the College Placement Foundation, P.O. Box 2263, Bethlehem, Pennsylvania 18001.

Malning, Lawrence R. and Morrow, Sandra L. What Can I Do With A Major In...? (Published in 1975 by Saint Peter's College Press and available from Counseling Center, St. Peter's College, 2641 Kennedy Boulevard, Jersey City, N.J. 07360 for $6.95 per copy).

College Recruiting Information

Although college recruiting comprises only a fraction of the labor market for college graduates, some materials are regularly published which may be useful in career counselling. These include:

College Placement Council. College Placement Annual (Published annually by the College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. Available free of charge from local college placement offices or through the Armed Forces.

An occupational directory, this annual presents the occupational needs anticipated by more than 1,400 corporate and governmental employers who normally recruit college graduates.

College Placement Council. CPC Assessment of Recruiting Activity (Semi-annual four-page newsletter published by College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA 18001. Price: free to members, $5 per newsletter for nonmembers).

Begun in 1970-71, this report is based on data furnished by employers in surveys made. Two reports are issued each year--one in December on anticipated employer openings and the other in late spring on actual hires. Covers recruiting activity on college campuses and includes data on anticipated and actual campus visits and number of hires by type of employer, by curricular groupings and by degree levels.

Frank S. Endicott. Trends in Employment of College and University Graduates in Business and Industry. (Published annually in December by Northwestern University and available for $1 per copy from the American Society for Personnel Administration, 19 Church Street, Berea, Ohio 44017).

Based on a survey of employers, this report not only contains information on hiring plans, salaries offered, as well as useful supplemental information such as a listing of questions most asked in job interviews or employer advice to liberal arts graduates.

Also, most college placement offices have been at the task of placing college graduates a long time and have generally accumulated a fair library of occupational counseling materials. Many college placement officials have useful, innovative ideas and are often willing to assist outreach program efforts to work together to accomplish mutual goals.

Assertion Training Skills

Although there is a rapidly-expanding literature on assertiveness training, very little of it is specifically directed at job-related issues and situations, including the three critical areas: the job interview on-the-job relationships with superiors, peers and subordinates, and family reaction to working women. Thus, it is useful to develop your series of situational skits for use in role-playing with applicants.

To assist in this process, you may wish to examine the literature on assertiveness training. Some of the most recent general works on assertiveness are as follows:

1. Robert Alberti and Michael Emmons, Your Perfect Right. San Luis Obispo, California: Impact Press, 1970.
2. Robert Alberti and Michael Emmons: Stand Up, Speak Out, Talk Back, New York: Pocket Books, 1975.
3. George Bach and Herb Goldberg, Creative Aggression: The Art of Assertive Living, New York: Avon Books, 1974.
4. Lynn Bloom, Karen Coburn and Joan Pearlman, The New Assertive Woman. New York Delacourt Press, 1975.
5. Herbert Fensterheim and Jean Baer. Don't Say Yes When You Want to Say No. New York: Dell Publishing, 1975.
6. Arthur Lange and Patricia Jakubowski, Responsible Assertive Behavior. Champaign, Illinois: Research Press, 1976.
7. S.M. Osborne and G.G. Harris, Assertive Training for Women, Springfield, Illinois: Charles C. Thomas, 1975.
8. Stanless Phelps and Nancy Austin. The Assertive Woman. San Luis Obispo, California: Impact Press, 1975.
9. Manuel Smith, When I Say No, I Feel Guilty. New York: Dial Press, 1975.
10. Bryna Taubman, How To Become An Assertive Woman. New York: Pocket Books, 1976.

Appendix E

SUGGESTIONS ON RESUME PREPARATION

Resume preparation is the art of presenting yourself on paper. It means transforming a blank piece of paper into an irresistible advertisement for yourself. A good resume is an honest and attention-getting agent for you. It is a door opener.

Like an effective magazine ad, the successful resume has eye appeal. It should be concise yet uncrowded. Its physical arrangement should emphasize your most important assets--the items likely to be most attractive to the particular employer you seek.

There is no single resume or standard form which completely summarizes your interest, personality and experience. Every individual could conceivably present himself or herself in more than a dozen different resumes. It is best to tailor your resume to appeal to the particular employer you are soliciting.

Wording

To describe your experience use functional words, such as "conducted", "coordinated", "supervised", "initiated", "edited". Avoid helping verbs and unnecessary pronouns. Be specific; instead of saying "assisted with", identify precisely what you did.

Stretch out the items relevant to the job you are seeking. Compress irrelevant items.

Do not discount any relevant background you may have, even if it was part-time, volunteer work or extra-curricular activity. Modesty has no place in resume-writing.

Generally, avoid including personal data such as age, height, weight and marital status in your resume. This information may be used prejudicially against you.

Regarding references, unless the names of your references are likely to be known to the employer, it is generally of little use to list them on your resume. A better strategy is to mention "References Furnished on Request". Be prepared in your interview to give the name, address, and telephone number of your references.

Just as you customize your resume for a particular employer, choose relevant references. Use references who can speak about the kind of skills you have that make you good for the job you seek.

Have a friend proofread your resume. Doublecheck your spelling.

Your Work Objective

If you are tailoring your resume to a particular employer, or if you feel strongly about doing a particular sort of work, identify your desired job title or work objective. If you cannot specify a particular work objective, you may want to see a counselor or read vocational literature to get a better assessment of your abilities and interests.

If you are uncertain about what jobs a particular employer may have available, you may want to be cautious about limiting yourself too narrowly to a work objective. It could become a reason for screening you out. If you are using your resume for several employers, you may prefer to mention your work objective or job title in your cover letter rather than your resume.

The Resume Format

In designing your resume format, you have several alternatives from which to choose. Two primary approaches to resume writing which are generally followed are the traditional chronological approach and the functional approach. Of course, several combinations and variations of these approaches also exist.

You should choose the format that best fits you. The traditional style resume stresses educational background, work experience, professional affiliations and the like. It may be perfectly suitable for the person already in the labor market who has some relevant work experience.

On the other hand, individuals who have recently graduated from school or who have recently entered the labor force or are making a significant shift in career, are likely to be short on relevant work experience. For these individuals, functional resume preparation may offer the best approach. Functional resume preparation emphasizes work-relevant skills rather than work experience.

For purposes of illustration, a format and sample of both traditional and functional approaches are shown on subsequent pages. Employment outreach projects should collect and maintain a file of exemplary resumes of various types to help applicants generate ideas for their own resumes.

FUNCTIONAL RESUME FORMAT

NAME
ADDRESS
TELEPHONE NUMBER

AREA OF COMPETENCY	EXPERIENCE
CREATIVE WRITING:	PRACTICAL EXAMPLE:
FILMMAKING:	PRACTICAL EXAMPLE:
ORGANIZING:	PRACTICAL EXAMPLE:
EDITING:	PRACTICAL EXAMPLE:
PUBLIC SPEAKING:	PRACTICAL EXAMPLE:
RESEARCHING:	PRACTICAL EXAMPLE:
ANALYZING:	PRACTICAL EXAMPLE:
PRODUCTION:	PRACTICAL EXAMPLE:
COMMUNITY AFFAIRS:	PRACTICAL EXAMPLE:

EDUCATION:

REFERENCES:

FUNCTIONAL RESUME SAMPLE

Sandra J. Student
123 South First Street
Apartment #2
Carlisle, Pennsylvania 17013
(717) 232-7899

Job Objective

To conduct historical research for an area of the Southern United States

Areas of Experience

WRITING	Wrote articles on a variety of topics viewing contemporary events in the perspective of the past for a historical quarterly journal.
JOURNALISM	Wrote three stories per week and editorials for the campus newspaper and other publications while in school.
HISTORIC PRESERVATION	Conducted several in-depth studies of historic landmarks, including Valley Forge, Fort Sumter, Alexandria and others.
CONFERENCE PLANNING	Conducted planning a meeting of professional historians in Carlisle, 1974.
ART WORK	Prepared displays of promotional material for a retail store.
COMPUTER PROGRAMMING	Performed basic computer programming and compilation of computer data.
INTERVIEWING	Conducted community surveys by telephone and in person in six campaigns for local politicians.
DATA ANALYSIS	Analyzed the statistical data resulting from survey questionnaires. Performed a scientific and sociological analysis of coal resources in Pennsylvania.
ACCOUNTING	Managed the accounts of two student organizations and one political campaign.

Special Abilities and Interests

SPANISH	Spent my 1973-1974 academic year in Madrid and learned to speak, read, and write the language with a reasonable degree of fluency.
CRAFTS	Worked with weaving, dressmaking, ceramics, and other folk crafts.
THE SOUTH	Lived in the South for the past 10 years and read widely of its folklore and history.

TRADITIONAL RESUME FORMAT

RESUME OF

NAME (IN FULL)
ADDRESS
APARTMENT # (IF ANY)
CITY, STATE, ZIP CODE
TELEPHONE

JOB OBJECTIVE: (Optional)

EDUCATION: (Last school first) (List any special education)

Degree/Major — Date of graduation or attendance
Name of School — City, State
Minor or Concentration

EMPLOYMENT EXPERIENCES: (Last company first)
(Also, list summer work and internships)

Position Title — (Beginning date to ending date)
(Month, Year)
Company — City, State
Duties: List duties in detail objectively. Any supervisory experience and promotions should be listed in detail. Please do not include reason for leaving, supervisor's name, or salary.

Position Title — (Beginning date to ending date)
(Month, Year)
Company — City, State
Duties: Same as above.

Professional Affiliations/Awards:

(List in order of importance)
Specify if you hold officerships.

REFERENCES:

TRADITIONAL RESUME SAMPLE

DEBORAH JANE SMITH

Residence: 1000 Main Avenue, Apt. 1-D; Waycross, Georgia 31501

Telephone: (912) 222-2222

Education: Spelman College, Atlanta, Georgia; B.A., Mathematics, 1975; Virginia State College, Petersburg, Virginia; M.Ed. Mathematics, 1976.

Work Experience

September 1976 to present
Instructor of Mathematics
Waycross Junior College
2001 Francis Street
Waycross, Georgia

Duties: Instructor of Mathematics for the Department of Special Studies. Responsibilities include designing and teaching three sections of a mathematics course equivalent to high school Algebra I.

September 1975 to August 1976
Graduate Assistant
Department of Mathematics
Virginia State College
Petersburg, Virginia

Duties: Responsibilities included teaching a basic skills mathematics course for the first academic semester which covered high school Algebra and portions of college Algebra. Assisted graduate advisor in teaching her undergraduate mathematics course. Gained valuable experience using various instructional methods.

Summer 1975
Computer Programmer
Fermi National Accelerator Laboratory
Batavia, Illinois

Duties: Designed a program adaptable to a Calcomp Plotter or Tektronix display which would plot data and experimental information as histograms and scatter plots. Utilized various computer systems; CDC6600; PDP-10; PDP-11.

Summer 1974
Data Analyst
Fermi National Accelerator Laboratory
Batavia, Illinois

Duties: Wrote a portion of a program designed to analyze data of the cascade showeing generated by highly accelerated protons.

Professional Memberships/Awards

Kappa Mu Epsilon Mathematics Fraternity, Virginia Alpha Chapter

National Science Foundation Graduate Fellowship-Trainee,
Virginia State College, 1975-1976

Secretary, Faculty Development Committee; Waycross Junior College

Member, Library Services Committee, Waycross Junior College

References Furnished Upon Request.

A Final Item: Remember the Employer Viewpoint

Consider the perspective of the personnel officials who read resumes. Generally, they are screening agents; thus, they tend to look for reasons for rejecting rather than reason for accepting. Resumes are used as screening devices as well as to provide information which may become the opening questions in an interview. Know what is on your resume and be prepared to talk about it.

Employers differ in the weight they give to resumes. Some employers are very "paper oriented." For a little extra time and effort put into resume preparation and completion of application forms is well worth the time. Other employers pay less attention to how people look on paper, placing greatest weight on the resume. Most employers tend to conduct a paper-screening as a first round; the finalists advance to a series of screening interviews. Only interaction with an employer over time will uncover such procedures.

The important thing is to put yourself in the position of the employers, sitting with stacks of resumes in front of them. Imagine yourself sorting through three hundred resumes to select the best ten for interviews! It is important to distinguish yourself in a resume which sets you apart from the others in a positive professional manner.

Although it is important to use imagination in composing your resume and to include relevant experience, it is unwise to list everything. Again, the key point is that you should tailor your resume to the individual employer you hope to attract.

For Further Reference

There is an enormous amount of published literature on resume writing, but much of it is not especially worthwhile. Among the most useful itmes available are the materials on resume preparation published in 1976 by Catalyst, including:

Resume Preparation Manual: A Step-by-Step Guide
(Available from Catalyst, 14 East 60th Street,
New York, New York 10022).

Appendix F

JOB DESCRIPTIONS FOR FIELD OFFICE STAFF

OF THE MINORITY WOMEN EMPLOYMENT PROGRAM

DIRECTOR - FIELD OPERATIONS

Definition:

The project director is responsible for the overall development and supervision of the local project operations.

Qualifications:

Have some outreach programatic, supervisory and management experience, good writing and communication skills, ability to relate and get along with people, must exemplify professionalism in manner and dress, general awareness of political postures and organizational devleopment. College degree preferred.

Accountability:

Directly responsible to the Assistant National Director.

Responsibilities:

1. Plans, develops, coordinates and supervises program functions in conjunction with Assistant National Director.

2. Initiates employer contacts for job development.

3. Promotes image and purpose of program through public relations efforts.

4. Devises specialized recruiting, screening, and interviewing of applicants in conjunction with Assistant National Director.

5. Holds mock interviews with applicants for job preparation.

6. Follows up with employers and applicants.

7. Follows up with placements and employers in assessing new inroads.

8. Prepares and compiles monthly activity reports for submission to Assistant National Director.

9. Analyzes files, records - keeps accurate information on employers.

10. Supervises and evaluates field office staff and makes recommendations for promotions and discharges.

11. Arranges and chairs weekly staff meetings.

12. Reviews and signs all signin sheets, time cards, travel reports, and disseminates payroll checks to project staff.

13. Develops, sponsors and participate in seminars and workshops to enhance applicant's interest and understanding of white collar positions in government and private industry.

14. Delivers speeches and participates in discussions with local officials, government agencies, and community organizations to promote the objectives of the program.

15. Contacts local colleges, universities, community organizations, local agencies, and other manpower programs to provide a potential source of qualified applicants.

16. Affiliates with allied local and national organizations to keep abreast of economic conditions and changes in laws to benefit employable females and other minorities.

17. Miscellaneous--performs any additional duties as requested by the Assistant National Director.

RECRUITER COUNSELOR(S)

Definition:

Responsible for recruiting, individualized counseling and referring applicants to employers.

Qualifications:

Have some counseling experience, ability to relate to people and preferably some exposure to test methodology.

Accountability:

Directly responsible to the Project Director.

Responsibilities:

1. Recruits, interviews and screens applicants.
2. Conducts interviews to orient applicants to
   a. Type of industry.
   b. Socio-economic aspects of employment.
   c. Interpretation of job requirements.
   d. Mobile aspects of job.
3. Conducts "mock interview" similar or indicative of specific company procedures.
4. Tests and prepares applicant for interviews. Assists in resume revision in order to meet company requirements and enhance job readiness.
5. Analyzes file, record and keep accurate information on applicant.
6. Follows up placement and other applicants who are in the process of being employed.
7. Follows up and makes employer contacts in absence of Program Director.
8. Responds to communciation from non-resident applicants and employers.
9. Promotes image and purpose of the program through public relations efforts.
10. Affiliates with allied local and national organizations to keep abreast of economic conditions and changes in laws to benefit women and other minorities.

11. Develops tutorial materials and techniques that are pertinent and essential to the successful placement of applicants.

12. Develops methods and techniques of delivering these materials and concepts to the applicant in an easy understandable manner.

13. Miscellaneous: Serves in as many various capacities within the organization as are necessary to insure smooth and successful movement toward the accomplishment of specific goals as directed by Project Director.

OFFICE MANAGER

Definition:

Responsible for maintaining the overall functions of the office.

Qualifications:

Have several years of related work experience, type 50 to 60 words per minute, knowledge of office machines, good telephone voice and communication skills (spelling and writing), personable and neat in appearance. Business school desired.

Accountability:

Directly accountable to the Project Director.

Responsibilities:

1. Organizes and coordinates office functions and procedures as they relate to travel, telephone mechanics, handling of correspondence, filing and assistance to visitors.

2. Orders and maintains office supplies and equipment with the approval of the Project Director.

3. Is responsible for receiving and promptly circulating job orders.

4. Maintains accurate company files.

5. Assists in screening of applicants to meet specified requirements upon request of Project Director.

6. Arranges all appointments for the Project Director and counselors with employers, applicants, community organizations, representatives, of the media, etc.

7. Types, posts and provides undated progress reports regarding functions of the program and placements.

8. Is custodian for petty cash and petty cash records.

9. Assists with time sheets, leave time, etc.

10. Establishes and maintains file system.

11. Performs general secretarial duties of typing, filing, etc.

12. Attends meetings and community activities at the request of the Project Director.

13. Has a working knowledge of program, i.e., origin, purpose, function, in order to properly relate same to applicants, employers and interested persons; awareness of change in labor market, employment statistics, legislative acts, and has a knowledge of existing related programs, employment resources and women's organizations.

SECRETARY

Definition:

Performs all clerical duties related to field operations and responsible for the intake and processing of all applicants.

Qualifications:

Should type 50 to 60 words per minute, good communication and clerical skills, knowledge of office machines, personable and neat in appearance. Business school desired and minimal experience.

Accountability:

Directly accountable to Project Director.

Responsibilities:

1. Receives all visitors and telephone calls.
2. Processes applications.
3. Schedules appointments as directed.
4. Keeps accurate record of applicant and employer inter-relations in designated files.
5. Types correspondence, manuscripts, memos.
6. Has a working knowledge of program, i.e., origin, purpose, functions, in order to properly relate same to applicants, employers and interested persons; awareness of changes in labor market, employment statistics, legislative acts, and has knowledge of existing related programs, employment resources and women's organizations.
7. Attends conferences and seminars as directed by Project Director.

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Where to Get More Information

For more information on this and other programs of research and development funded by the Employment and Training Administration, contact the Employment and Training Administration, U.S. Department of Labor, Washington, D.C. 20213, or any of the Regional Administrators for Employment and Training whose addresses are listed below.

Location	States Served	
John F. Kennedy Bldg. Boston, Mass. 02203	Connecticut Maine Massachusetts	New Hampshire Rhode Island Vermont
1515 Broadway New York, N.Y. 10036	New Jersey New York Canal Zone	Puerto Rico Virgin Islands
P.O. Box 8796 Philadelphia, Pa. 19101	Delaware Maryland Pennsylvania	Virginia West Virginia District of Columbia
1371 Peachtree Street, NE. Atlanta, Ga. 30309	Alabama Florida Georgia Kentucky	Mississippi North Carolina South Carolina Tennessee
230 South Dearborn Street Chicago, Ill. 60604	Illinois Indiana Michigan	Minnesota Ohio Wisconsin
911 Walnut Street Kansas City, Mo. 64106	Iowa Kansas	Missouri Nebraska
Griffin Square Bldg. Dallas, Tex. 75202	Arkansas Louisiana New Mexico	Oklahoma Texas
1961 Stout Street Denver, Colo. 80294	Colorado Montana North Dakota	South Dakota Utah Wyoming
450 Golden Gate Avenue San Francisco, Calif. 94102	Arizona California Hawaii Nevada	American Samoa Guam Trust Territory
909 First Avenue Seattle, Wash. 9817	Alaska Idaho	Oregon Washington